



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

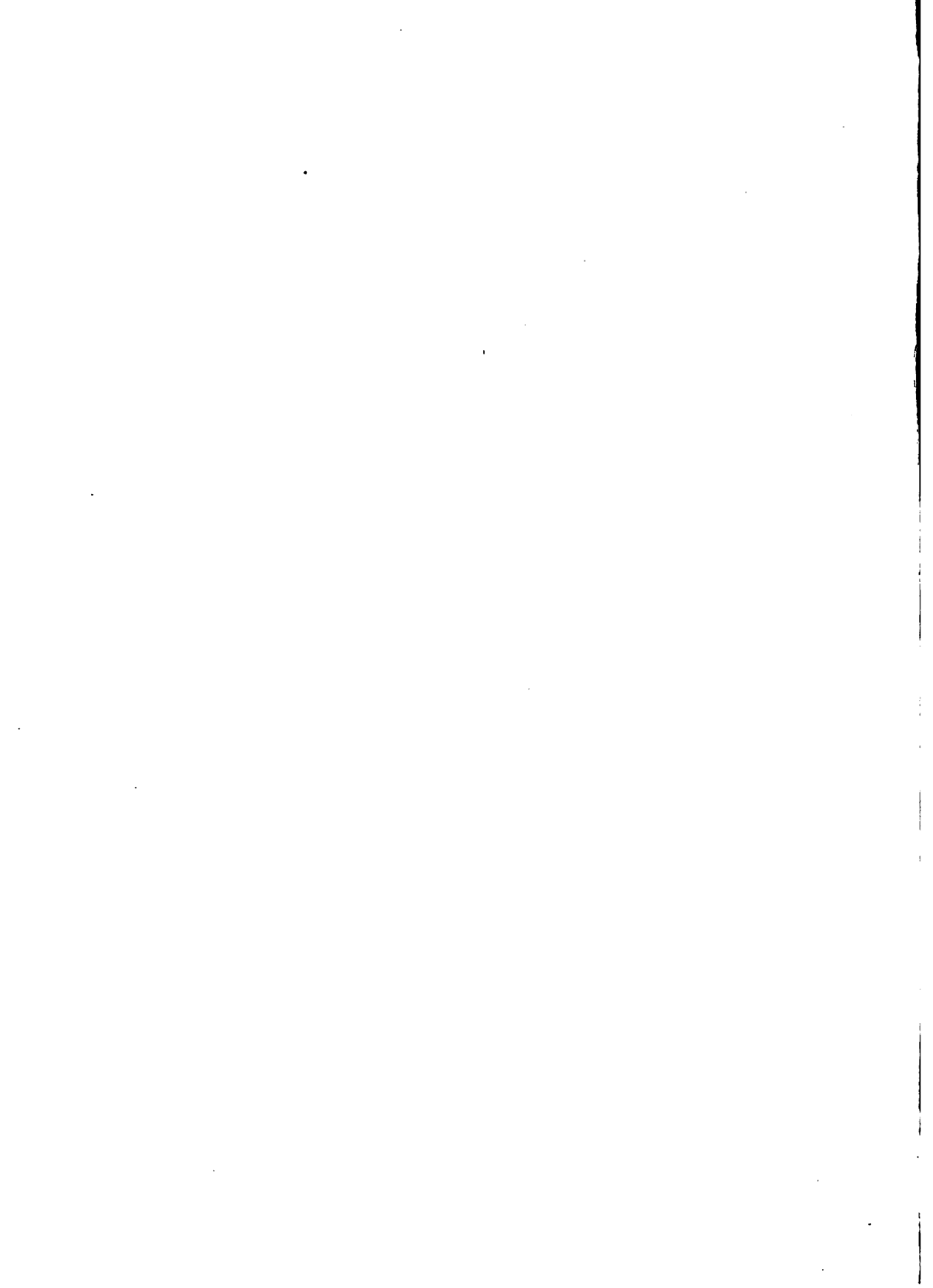
B.

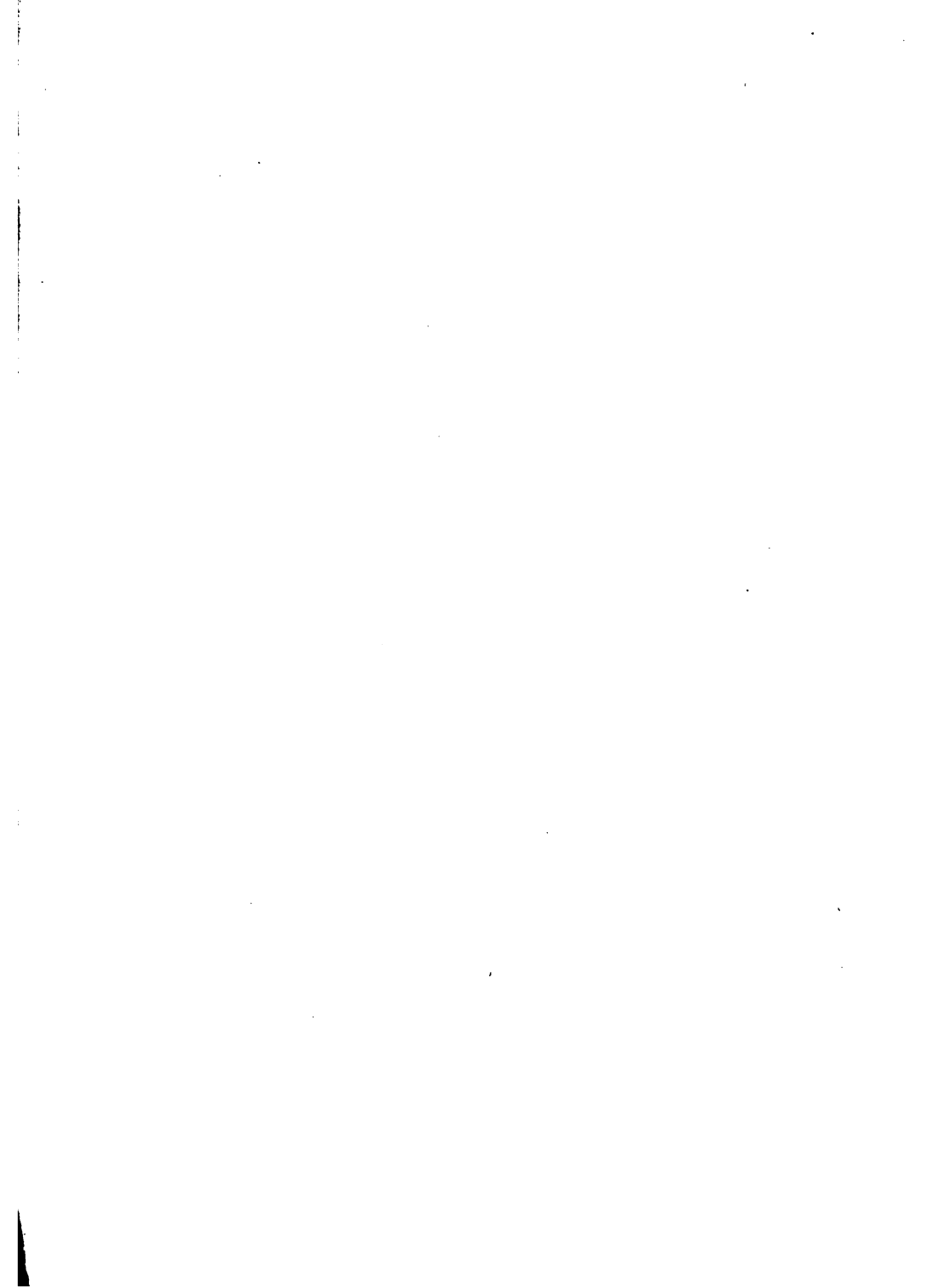
HARVARD UNIVERSITY

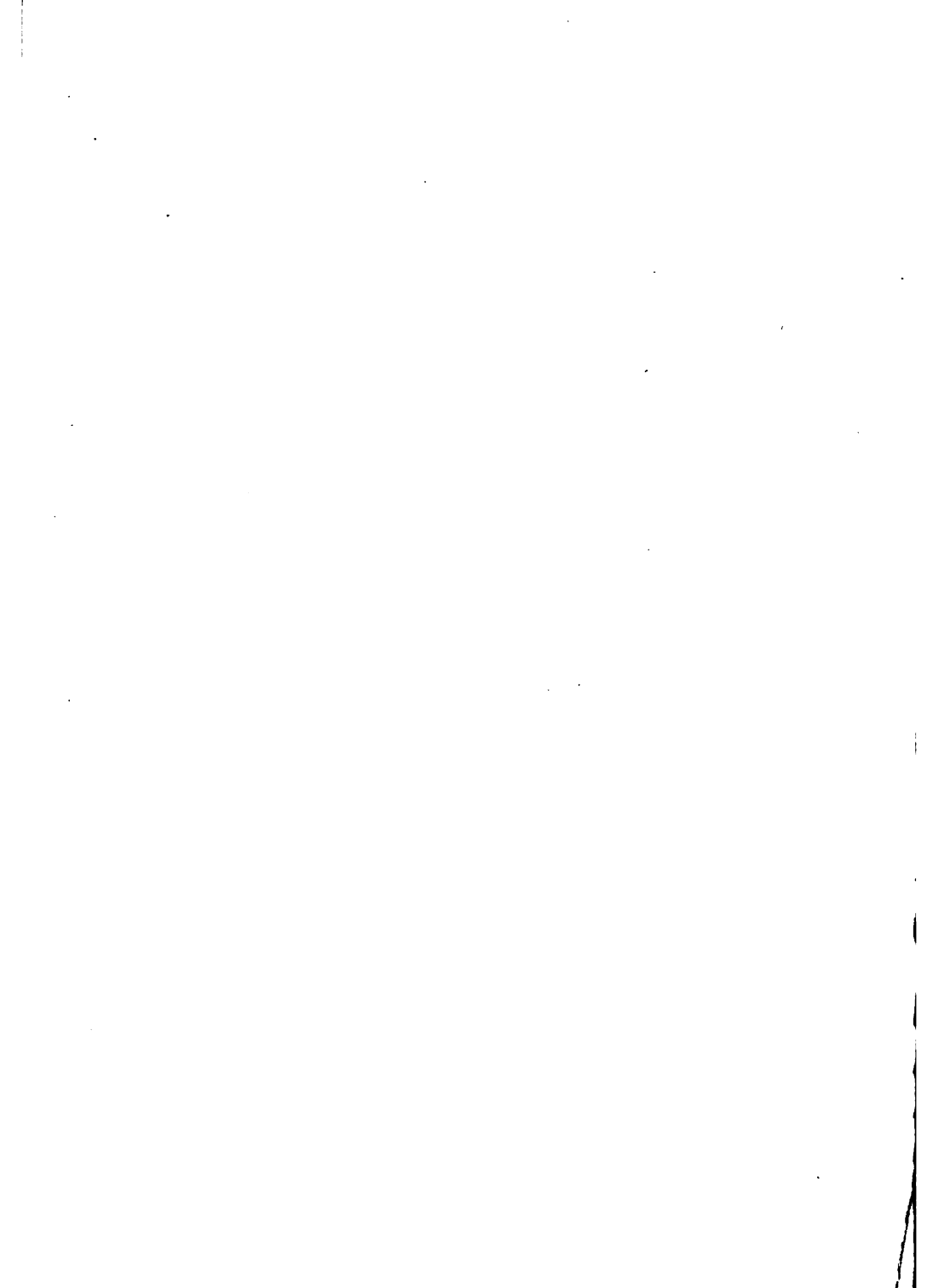


LIBRARY OF THE
GRADUATE SCHOOL
OF EDUCATION

247112-11000





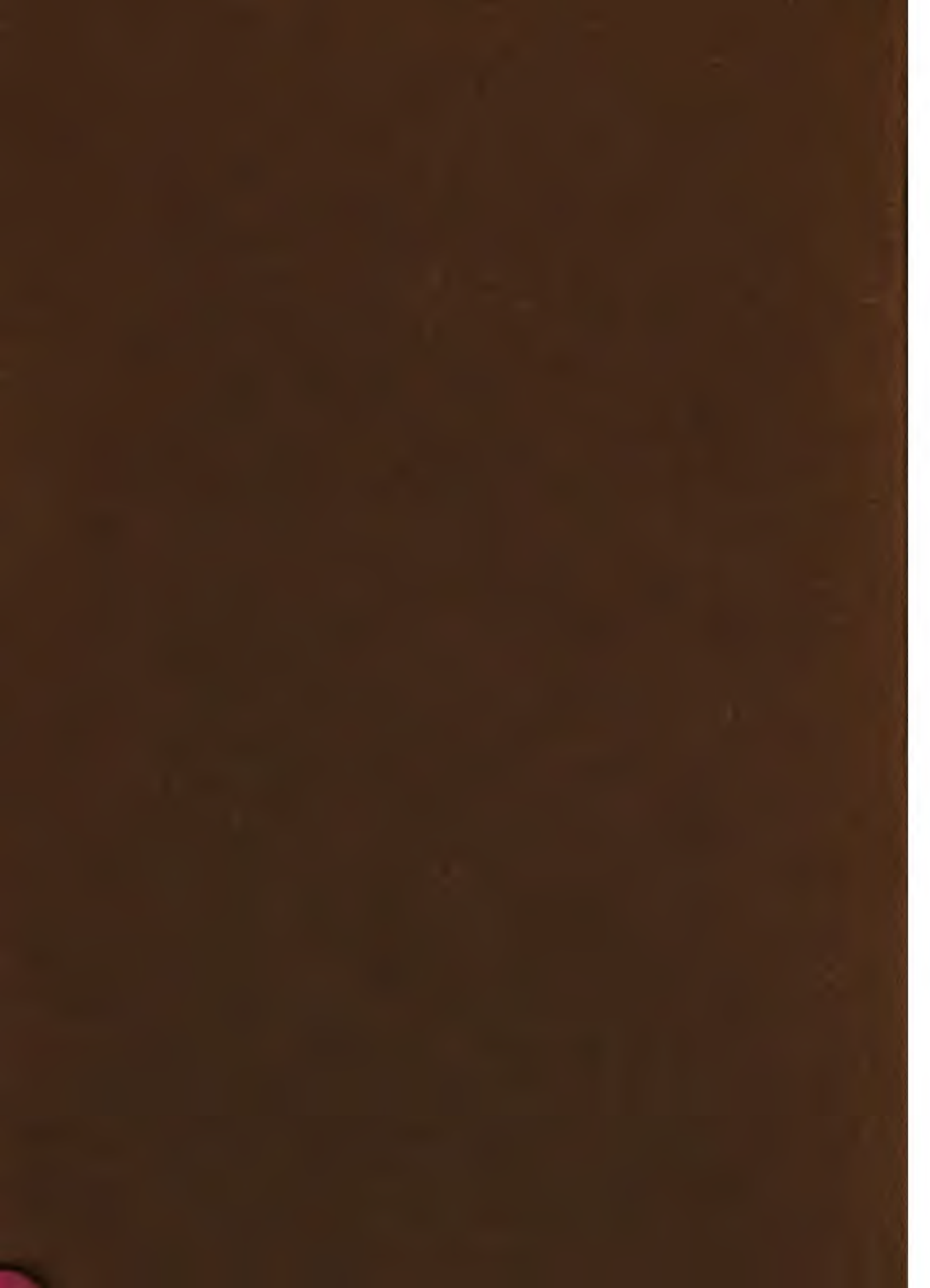


Edw. 25-57
SOUTHERN EDUCATION SERIES

LECTURES
ON
SCHOOL SUPERVISION



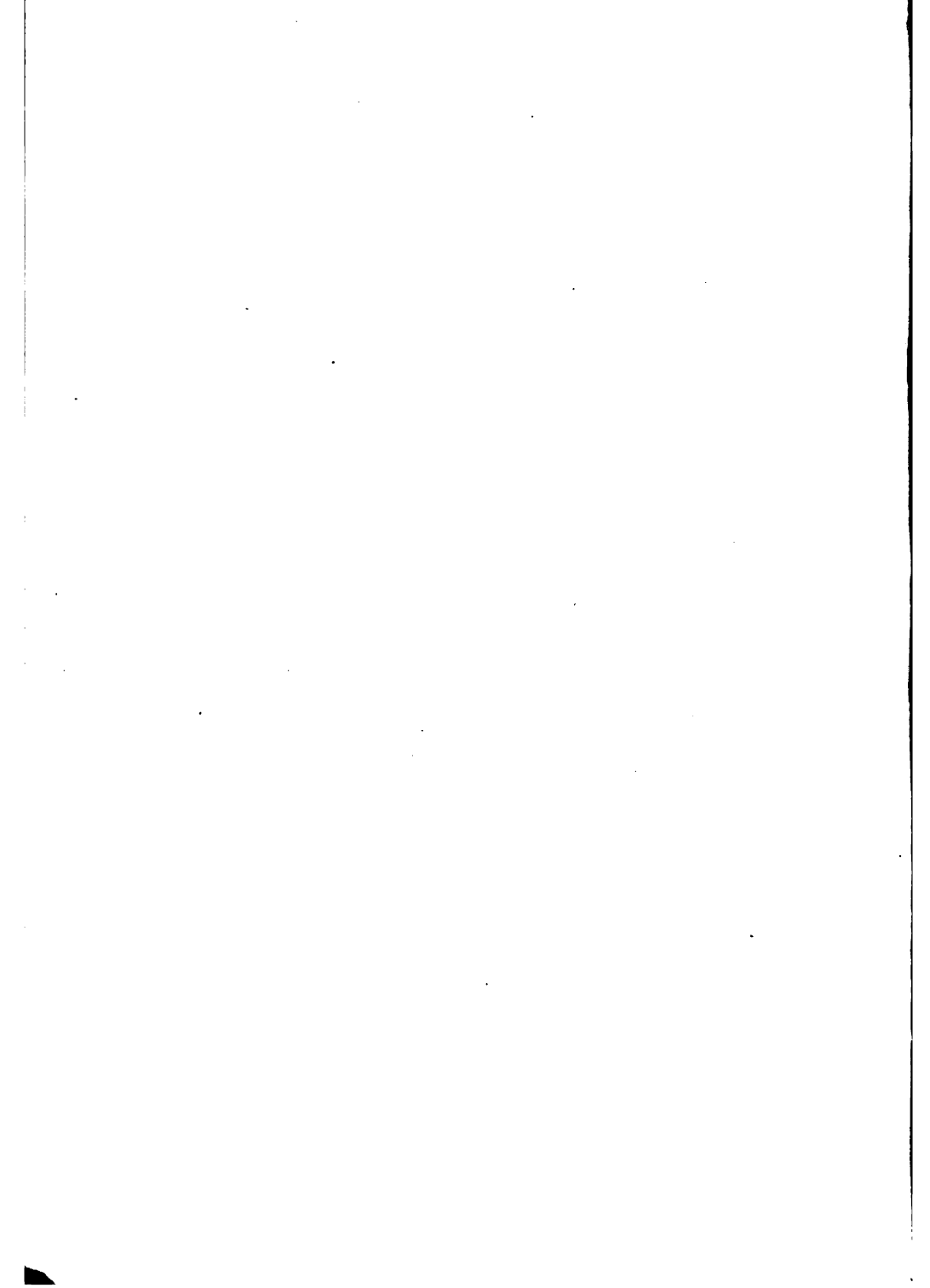
LAWTON B. EVANS



0

Southern Education Series

*The Southern Education Series
has been projected for the
purpose of publishing the best
Southern Educational writings,
new and old.*



LECTURES
ON
SCHOOL SUPERVISION

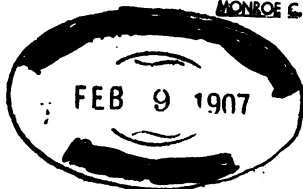
BY
LAWTON B. EVANS, A.M.
SUPERINTENDENT OF SCHOOLS
AUGUSTA, GA.

WITH AN INTRODUCTION BY
J. H. PHILLIPS, LL.D.
SUPERINTENDENT OF SCHOOLS, BIRMINGHAM, ALABAMA

VOLUME I

THE SOUTHERN EDUCATIONAL REVIEW
CHATTANOOGA, TENN.
1905

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C. GUTMAN LIBRARY



LB2805

.E93

Copyright, 1906,
BY SOUTHERN EDUCATIONAL REVIEW

INTRODUCTION

School supervision in the United States is recognized to-day as a definite rank of professional service. This profession has come into existence in response to the peculiar demands of our American communities, and owes its origin and character to the genius of our American institutions. In no other country do we find an educational office that corresponds in its duties and requirements to that of the American superintendent of public schools.

It has been only within the last few years that special emphasis has been placed upon the qualifications and duties of the school superintendent. At first it was too commonly the practice to divorce the work of supervision from that of teaching. This was especially true with regard to the supervision of rural schools. But there are few communities in this country to-day, urban or rural, in which the people do not recognize the fundamental principle that real supervision involves real teaching, and that the expert superintendent must first of all be an expert teacher. To the progressive recognition of this principle may be attributed the rapid development of our educational systems during the past decade. Those charged with the inspection and supervision of our schools to-day must be men who have come

from the ranks; they must be fitted by experience and study to lead their teachers, and to develop skill and teaching power in the individual, by practical demonstration as well as by counsel and advice. Besides, the memory of their own trials and difficulties is calculated to make them more practical and sympathetic with the struggling young teacher.

- (2) A second principle is also quite generally recognized to-day: While the superintendent must be a teacher, he must be something more. The scope of the teacher's work may be limited to a class or a specific subject. The superintendent's field of vision must include all classes and all the topics of the curriculum. He must be able to comprehend not only things, but relations as well. It is not enough for him to be familiar with subjects; he must have power to correlate these subjects in a consistent course of study, to estimate their specific educational values, and to preserve both in matter and method pedagogical unity and proportion.
- (3) The third principle in school supervision involves the business or administrative element. Aside from his professional fitness, the school superintendent must be a man of affairs. Even in his relations to teachers and pupils he must possess a degree of business sense and executive power. He must be able to plan and to bring things to pass. In his relations to the Board of Education and the community he must have business ability of no mean order. The public is far more likely to detect the want of economy in methods which may be measured by dollars and cents, than in the more subtle processes which must be valued by their mental and ethical results.

On the practical side it is assumed that the work of supervision requires a substantial basis of experience in teaching.

The wider the range of this experience, the better and the broader will be the foundation. On the other hand, too much emphasis cannot be placed upon the theoretical side of the superintendent's preparation. The man who shapes the educational policy and moulds the destiny of a community should be a practical student of psychology and of the theory and history of education. In order to inspire and train the teachers under his direction, and in order to develop in them the right spirit and the true ideal of their work, the superintendent must be masterful in theory as well as in practice.

While there are many excellent institutions in which this general preparation for supervision may be obtained, it is to be regretted that there is none in which the young superintendent can get training and instruction in the more specific duties of the profession. Possibly it is too much to expect this species of training from any institution in the present stage of educational development. The fact that the opportunities are offered in a number of our summer schools for this preparation, indicates the growing recognition of its importance. It is somewhat surprising, however, that so few practical hand books have been prepared, embodying in general outline, the ideals and practical duties of the superintendent.

The publication of this course of lectures by Superintendent Evans will be hailed with pleasure by those who are entrusted with the work of school supervision in the smaller cities of this country, as well as by those who are charged with the destiny of our rural schools. The author of these lectures is fortunate in that his long experience includes the supervision of rural as well as city schools. These lectures are admirably sane and suggestive. Much of their value will be found in the author's

conservatism and in his freedom from that dogmatism which seeks, too often, to crystallize educational theory and method into the saneless routine of a mechanical system. The lecturer's zeal and enthusiasm are invariably guided by a wholesome common sense, and his treatment is characterized throughout by such philosophical and ethical considerations as are calculated to render them effective for inspiration as well as for instruction.

JOHN HERBERT PHILLIPS,
Superintendent Public Schools,
Birmingham, Ala.

PREFACE

School supervision, which is so closely related to education, is necessarily receiving greatly increased attention, especially so in this transitional and constructive stage of the great educational movement in the Southern states. By reason of this greater stress on supervision and the increasing difficulties and problems connected therewith, our Southern superintendents will gladly welcome a work that has been the product of Southern conditions, and has grown out of the experience of one who has for many years been serving in the capacity of both a city and county superintendent. Just such a work the Southern Educational Review is offering to the public and especially to the superintendents. The Review is under great obligations to Superintendent J. H. Phillips, of Birmingham, Ala., for writing the introduction; and to Superintendent R. J. Tighe, of Asheville, N. C., for a critical review of the manuscript and for many valuable suggestions.

C O N T E N T S

LECTURE	PAGE
I. The Qualifications, Preparation and Powers of a Superintendent	7
II. The Superintendent's Relations to the Community.....	22
III. The Selection and Training of Teachers.....	35
IV. The Proper Treatment of Teachers	45
V. The Superintendent and the Course of Study	55
VI. The Superintendent and the Pupils.....	66
VII. The Superintendent and the School Principal.....	80
VIII. The Superintendent and the School Buildings	94
IX. A Word to the Superintendent of Rural Schools.....	109
X. A Word to the Supervised	123
XI. A Superintendent's Advice to Those who would be Teachers	139

Lectures on School Supervision

Lecture I

THE QUALIFICATIONS, PREPARATION AND POWERS OF A SUPERINTENDENT

The time is passing when just anybody will do for a leader of teachers. Of late years there is a protest against untrained workers in the office of school supervision. The influence of the politician in placing his friends, the cry of the needy gentlewoman that she must have work, the demand that indigent relatives shall be cared for, are growing less in the face of the stern resolve of the parents and public that their children shall not be tutored by tyros.

Teaching is now a profession. One of its departments is superintendence. Just anybody may keep school, but real teaching is another thing. Just anybody may hold office, but real superintending is different.

He Makes the Standard. The superintendent sets the educational standard for his people. The schools are known as his schools. If they are good he deserves the credit. If they are poor he gets the blame. There is no way of shifting the responsibility to other shoulders. It belongs to him, and if he is not

the responsible party then he is not the superintendent. A school system will not rise above its leader, for he is the fountain head of its waters. Let us understand in the beginning that we hold the superintendent responsible for whatever goes on in his school system. He must get control of the situation and must set the pace or else he merely holds office.

He Does the Thinking. He is employed to do the thinking and the planning for the schools, and should have the ability to do it. He should keep ahead of everybody in his community in school matters, and at the same time should be careful not to get out of sight or hearing of his people. He should lead though the pace may be slow at times in order that all may follow. Somebody will do the thinking and planning, and if that somebody is not the superintendent the system runs wild, and things may happen. The only salvation is for the superintendent to be prompt and wise and strong. Then he may announce that he has a plan and a way, he has thought it out and studied over it, and he proposes to see it through, or know the reason why. Then the people pay attention, the teachers turn their eyes on him, and the Board understands that they have not employed a figure head or paid out their money for nothing. Everybody admires a man with ideas, and is willing for a strong man to have his way.

The day has passed when teaching apologizes to any other profession. It depends largely upon the superintendent to dignify the schools of his community by believing in and asserting the worthiness of the profession, by conducting himself in such a way as to prove the faith that is in him. If he does not believe in his schools, nobody else will. If he does not respect and dignify his calling, others will hold it in contempt. As the superintendent, so are the schools. Everybody takes the cue

from his conduct, his words, his faith. Let him be noble and worthy and the schools move up to his standard.

He Should Know Good Teaching. It might also be added that he should know poor teaching when he sees it. After a while it becomes a matter of instinct with him, and the moment he enters a school room, the very atmosphere, the appearance of things, the faces of the children, and the teacher herself, all betray at the glance the grade of the work. It is looking at the thermometer, a glance shows the temperature. If he has not this instinct then he is without pedagogical sense. It is not in him and can never be put in him. Nor can this instinct be defined, or explained, any more than harmony can be defined to one devoid of musical sense.

Be a Student. The superintendent should be a student of school affairs. It is all very well to talk about general culture, by general reading, but this is the day of specialties, and if a superintendent is to know education, he must read education. There is a literature as wide and profound and varied on this subject as on any subject, and a good superintendent should master the literature of his business. Then he should know what is going on in the school world, what experiments are trying elsewhere and with what results, and what recent deductions have been made from extended observations. He should know where his schools stand in relation to other schools, whether he is ahead or behind, and where his excellencies and defects are as compared with them. The higher he rises in the contemplation of school matters, the farther he can see.

Know Books. A book is but a means and a help to a good teacher, but a good book is a better means and a greater help than a poor book. Therefore a superintendent should know school books. While it is true that good teaching may be done with a

poor book or with no book at all, yet for most teachers the best text-book is none too good. Of late years the publishers have been issuing wonderful products of school book making and a superintendent could almost shut his eyes, reach out and get a good text, if he had only the late ones before him. However, he should know the teachable qualities of a good text book.

Know Methods. It is not safe to say that a superintendent should necessarily be a great teacher, any more than a teacher of vocal music should be a great singer, but it is safe to say that he should know how teaching should be done, and be capable of saying and showing how it should be done. He should be a competent critic, though it is easy to see that certain of his teachers could do better work in the grades. He should always be ready with wise and helpful advice, and prove his wisdom by showing that it is based on sound pedagogical principles. There is today a system of teaching, methodology in the profession, based on fundamental principles of child life. These are explained in the books on the subject and are exemplified in the best schools. It is this that the superintendent should know, and be prepared to explain and expound to his teachers. They are not tricks nor short cuts, nor royal roads to learning, but they are the right ways of teaching children, so that most profit can be gained for them in the shortest time.

Travel. One of the best ways to learn good methods is to be where they are used. A superintendent needs to travel, to visit, to see others at work doing the right thing. He needs to attend a pedagogical clinic, and see the masters at work. He there drinks it in with every sense and absorbs the spirit by breathing the atmosphere, charged with the tonic of great work. Nothing is so narrowing as staying at home and looking at one's self. No better help can come to a superintendent than to leave his low

vaulted environment and get out into the open where he can breathe and grow. Therefore, let him go where great lights are illuminating great themes by lectures and discussions. Let him sit the day through in the presence of a school where the right thing is doing in the right way. This will make him humble, but it will help to make him great.

He Should Have a Plan. Every superintendent should have an ultimate plan and should work out his system in accordance. He should know where he is going and add a bit year by year, toward its attainments. He should not work in the dark nor at hap-hazard, but definitely. He should announce his plan, and enthuse his people for its early accomplishment. Let him state boldly and definitely what his people need, and they will become as impatient as he is, to see the result. Let him have an end in view, a complete plan, an aim, and if he be wise and enthusiastic, the community gathers momentum like water down hill.

Be Sane. A superintendent should be thoroughly sane. This is not inconsistent with enthusiasm and devotion to his work, but it recognizes that other people have rights, and have good ideas, and that there are more ways than one. Let us remember that wisdom is the principal thing—and patience. Once let people think he is a crank and he is lost. He must remember that he is to work through the people for their own good, and to that end he must retain their good will, their respect and their regard. If he is obstinate and domineering, and wants his way without proving that it is the best way, they set him down for a fool and that ends it. They get another man who is more adroit. Therefore a good superintendent does a good deal of listening, and smiles as he listens. He is as patient as he can be, and takes everybody's troubles as his own, and is never

vexed with foolish suggestions. He merely keeps his counsel, bides his time, proves his case and has his own way.

Be Strong. Every school system needs a strong hand to guide it, a strong head to think for it, and a strong nature to lean on. The school system grows around the superintendent. He is its support, and tower of strength. Everything should look up to him and should depend upon him. Everything radiates from him, and he is responsible for everything that goes on. Therefore, he should be reliable. Whatever he says to one should not be denied to another. He should have the courage to declare himself, when it is time to speak, and having declared himself let him stand by it. Weak, unreliable, vacillating men are not good supports. They are not to be depended on. Whatever the superintendent says, goes. It can be relied on, and he is not afraid to stand by his utterances, for he does not expect to deny or retract them. Therefore again, he had best be careful how he talks and what he says. Let him weigh his words, so that he may not have to retract or apologize or explain. One of the greatest virtues in any man is that he can be relied on, whether it be to speak the truth, or declare his mind, or keep forever still, or redeem his promise, or stand by a friend, or what not—so that he may be found just where he belongs when he is wanted.

Be Fair. Judges are supposed to act without prejudice or passion, or partiality and with due deliberation and caution. It is not a bad idea to reserve most decisions for deliberation and thought, but having once delivered them they should stand as law. In the contact with teachers they should be treated with fairness and without prejudice. The good qualities of the poor ones should be recognized and the best ones are not without their faults. It should be understood that the superintendent can be appealed to for due consideration and just treatment, no matter

what is the point at issue. He should train himself to perform this office.

Be Agreeable. Some men think that official dignity requires an austere face and severe tones, and that a cold, frightful manner is a sure way to make an impression. They confound real and serious dignity, with assumed mannerism, and in this way they make a mistake. Dignity is a noble word, and a worthy trait, and it comes from the due consideration of one's responsibility and influence. It is a trait that cannot be assumed. We attain to it by being constantly mindful of the effect upon others of our undue levity, as well as mindful that people often measure an office by the conduct and character of the man that holds it.

Teachers should never feel fear of their superintendent. They should not be alarmed and frightened at the prospects of his visit to their schools, nor apprehensive of what he might say about them. They should feel that he is going to make his criticisms to their faces, and pay them compliments to others. It is always a bad sign when the teacher trembles and gets pale and nervous when her best friend, the superintendent comes around. One time I heard a good woman, once a teacher, now a happily married mother, say, "I shall never get over my absolute dread of that man. He was the principal of the building in which I taught school, and he scared me nearly to death every time he walked in. I used to feel then that I had been 'caught in the act' and I still feel so every time I see him."

One Man Power. He should be the undisputed head of the school system. What he says should be the law and gospel to the teachers under his supervision. He is in charge of the teaching force. He is to the schools what the superintendent is to a mill. He runs the system. He is paid to do so, and should be allowed

enough liberty to make the teachers feel his power, and the schools receive the imprints of his ideas. There is value in one man power. A wise school committee will select the best superintendent they can find, pay him well, give him plenty of room to work in, and hold him responsible for results. A half dozen men cannot run a school system. It requires but one man, and he needs watching. Therefore no teacher should be encouraged or allowed to run to the board members with requests and complaints seeking to go behind the superintendent or get favors not otherwise to be had. A wise board will refer all such matters to their proper place.

Select the Teachers. Every superintendent should be called upon by his board to prepare a list of eligible candidates for positions in the schools. This list should contain the names of all those whose work the superintendent can guarantee to be satisfactory. From this list the board should by its own formal resolution bind themselves to select the teachers. In this way the superintendent has the opportunity of saying who shall not teach, and the board has the chance to say which among a number of good ones, shall be the particular ones to teach. It is a fair compromise and is safe in the hands of a fair minded superintendent.

Train the Teachers. All matters of method belong to the province of the superintendent, and to a degree the methods of instruction and management should be uniform throughout a school system. This is quite consistent with the individual liberty on the part of the teachers. This is the reason why we have urged that the superintendent should know school methods, otherwise he could not guide or direct. It is safe for the superintendent to announce to his teachers that they are responsible to him for their results, they are to follow his plans of teaching and

government, and he is the one to be pleased or displeased with what they do.

Select the Books. It is his business to know good school books, and it should be his affair to decide which are to be used in his schools. No matter how excellent the membership of a school board, it is not their business to know the qualities of school books, and they should not presume to decide. They know other things, but school books is not in their line. It should be useless to say that a superintendent will probably take counsel of the best teachers regarding books, that adoptions will only be made after mature consideration, and that changes will be made only when necessary. And still more useless to warn them against the specious arguments of too insistent agents, whose persuasiveness often elicits a promise that is afterwards fulfilled with regret. It is generally a good idea to say, "I will think this over and write to you about it."

As a general proposition, the powers of the superintendent extend over the inside affairs of the schools. He selects, and trains and manages the teachers, looks after the text-books and course of study, decides upon methods of instruction, keeps up the supplies, and concerns himself with supervision of what is going on. All this he can do, and yet keep in full touch with the people and with the great educational world beyond his own horizon.

Supervising. The purpose of a superintendent is to supervise the schools and this cannot be done so long as he stays in his office and attends to other matters. If he has to do this in the nature of his special office, then he must have the supervision done for him, and under his plans and orders. But no superintendent, however great or busy, should fail to keep in contact

with his work, and this can only be done by going into the schools and abiding with the workers.

It has been discussed at length how much supervision one man can do and it has been decided that it all depends—some men can do more, and some teachers need more. But as a rough estimate of the average man and an average system let us say fifty teachers is a good allowance for one man to worry over. But the above figures are by no means certain, for as was said, it all depends.

There is a supervision that merely sits around and says nothing, and goes away leaving a distinct feeling of disapproval behind it. This supervision does not supervise. To be real it should be live and active and interested and helpful. The visit should be full of meaning, of comment for improvement, or encouragement for work well done, of kindly but candid criticism and suggestions how to do better. The superintendent should not be afraid to speak his disapproval, but should do it in a way that need not offend. He should not withhold his generous praise, for that lasts a long time in a teacher's heart. He should be prepared with something new, pleasant, progressive, cheering, that the teacher and children will delight to see, to work with, to read, to hear about. In other words his visit should mean something. It should be an event. Something to be talked about afterward, an event full of substance and without a shadow. This is the supervision that supervises.

There are those that think that we can rush through a school in a few minutes, open the school door, say good morning, glance around and decide what is going on. It is probably true that we can detect whether things are right or wrong by the looks, but we are more than detectives, we want to know how right and how wrong, and what we can do to aid the good and save the

poor. So the supervision that hurries always confuses, and the teacher does not regain her nerves in time to really be at work. If it should so happen that we have but one hour for a building, it is better to let some one teacher needing us have all that time. Then probably our visit will amount to something.

The supreme test of a good superintendent is found in his work in the school room. To that extent he is a teacher, and a leader, and his work counts for help and inspiration and encouragement. If his presence is a perpetual incentive to something better, if he is cheerful and comforting to the discouraged, patient with the earnestly struggling, ready and resourceful to those who could if they only knew how, if he comes in like sunshine and makes things warm and bright and the school room is happier and better for his having been there, he may write himself down as well on the way in his career of a superintendent.

TOPICS FOR A SUPERINTENDENT'S ROUND TABLE.

1. What preparation would you suggest for a superintendent? What books to read?
2. What value can be found from reading other superintendents' reports? What reports?
3. What comparative statistics are valuable?
4. Is it worth while to collect specimens of blanks from other cities? What blanks?
5. Does it pay a Board to send its superintendent to visit other schools? What schools?
6. Advantages of attending superintendents' meetings.
7. Should we concentrate or dissipate our supervision?

Lecture II.

THE SUPERINTENDENT'S RELATION TO THE COMMUNITY.

It should always be held in mind that the school system belongs to the people. It is their money that supports it, and their children that attend it. They constitute the last court of appeals and they have the power and the right to abolish the whole thing if they want to. A superintendent should beware lest he get the notion that the system belongs to him, and that he is responsible to nobody. Let him keep in mind that he has mainly duties while everybody else has rights.

The People's Rights and Duties. The public is entitled to a full knowledge of what is going on. There is nothing in a school system that should be concealed from the people. Everything should be known and explained and proved. It is fair to say that a school system should be kept before the people's notice, and made conspicuous. Not that the superintendent should praise himself ever, or court notoriety or seek to see his name in print, but rather for the purpose of informing his people of what is going on in the schools. The public does not object to spending money freely if they can see where it goes, and knows that it is expended wisely. It is always suspicious of affairs that are not properly aired. But a degree of prudence and discretion is needed, never to boast of what is not concerned in the greater problems. There is more than one superintendent who has brought contempt upon himself

and his schools by an incessant praise of his own virtues and the merits of his schools. The people are not readily fooled. What they want is information, not panegyric—the truth, and not boasting.

So the public can be taken into one's confidence regarding plans for the future. They want to know why more money is needed, why better teachers should be employed, why new houses should be built. And knowing all these the school funds are more readily enlarged. Do not be afraid of the people. Individuals may rant, but the great silent mass will stand by the man who is right.

The people should know the real intent and meaning of the modern school, and what is going on in other places, and what the masters think on great educational themes. Further than that, the home training and rearing of children, their habits, companionships, diet and health are all facts that the general public is ignorant of and should be informed of. What training a child should have before he comes of school age, what should be expected of the home after he enters school, to what extent parents should help with the home studies, and co-operate with the teacher, and many other topics open the way for the superintendent to lead the thought of his people toward a high, noble and useful system of correlation of home and school. We may be sure that unless we relate and correlate the home and the school, until the child's education is one and continuous, we are missing a great opportunity.

The Daily Newspaper has always been open to the schools. There is not a paper in the land which will not be glad to print good articles on education, for it knows that every home contains a parent, and the child's present and future welfare is the absorbing thought of the age. School articles should be

short, easily read and full of suggestion. The public will read a half column article, and generally that is enough. It is better to be frequent than lengthy.

The Public Meeting on school questions is a good thing, for it serves to arouse interest in new subjects, but that is not so important as parents' days in schools. On these days all the parents are invited to see the schools at their work, to meet the teacher, to hear the children recite, sing, declaim, and to inspect their written work. School entertainments occasionally are helpful, provided they are not elaborate. But all these things are insignificant in value compared to the mother classes. Every teacher should have a meeting of all the mothers of the children in her school, say once a month. Here the real heart of the matter is reached. It is woman with woman, and heart talks to heart. I venture to say that any teacher who has never had mother's meeting and who will have just one to try it, will find out things that will make her shed tears for shame at her ignorance. What to do at the mother classes? Tell them how you teach and what, how you want the children to behave and why, what they should do at home, etc., etc. You need not be afraid of the meeting being dull. Who has ever heard of a woman's meeting where their children were the themes, that was dull?

Right of Patronage. The public has the right to patronize the schools so long as that right is not abused. We might safely say from a legal point of view, that each child has the right to a seat in the schools, and that the schools could never exclude any pupil on the ground of not having room. Whatever benefits are offered should be evenly distributed, though it is not possible to make these benefits equally accessible. It is questionable if a community can be taxed to support a school

or a school system, and only a limited number of pupils accommodated. If a man pays his tax he should be allowed to send his child to school, somewhere or somehow. That is so long as this right of enrollment is not abused.

It is abused by the patrons when they interfere with the teacher's discipline, refusing to allow the children to conform to the school regulations. There are many instances on record of patrons, irate and storming, who have entered upon the school premises and, in the presence of the children have abused the teacher and the school to the point of extreme irritation. In such instances, the parent has forfeited his right of patronage and may justly be asked to transfer his child to private tuition.

The schools suffer greatly from parental prejudice and interference. Not long ago in a County Institute a young teacher of a rural school who had listened patiently to the unfolding of modern methods of teaching, especially in reading, said, "It is useless for me to try that in my school. The people would not stand for it. They want me to teach the "good old way" and if I vary a hair breadth they will get another teacher." The wise conductor said in reply: "Well, don't you vary, yet awhile; wait until they like you well enough to let you have your way. In the meantime keep on learning."

While it is true that the people as a whole have a right to say how much of a public school system they can afford to have, and what sort it shall be, yet when it comes to individuals in the community, they have no right of interference, direction or dictation.

Individual Rights. However, each individual has a right to consideration and to justice. His complaints should be carefully attended and investigated, and as much attention given

to his individual trouble as if the matter was a public uprising or involved the whole mass of the people. A superintendent should not allow a single member of his community to have a grievance against the schools uninvestigated and unattended to. He should give himself freely and fully to satisfying every man, woman or child who lodges a complaint. I will go further and say that a superintendent should seek personal interviews with anybody who he hears has said anything about the schools and explain away the misunderstanding. He should do this with a sure hold on his temper, and with a firm but persuasive spirit see that the complaint is set right or, if he has just cause, that his complaint is investigated and the schools set right. Calmness and good temper are great helps when the patrons are mad, especially when the interview can be made face to face. Nine out of ten complaints arise from misunderstandings or exaggerations. Face to face is the only way to settle the difficulty, and let all parties keep their temper.

A case in point is as follows: A patron telephoned me once that a teacher had called his little girl "a low down little hussy," and that in the presence of all the children. He was mad, his wife was crying, and he demanded that the teacher apologize promptly before the school or else the case would go before the board, etc. I answered, "Yes, that is very bad and, if true, the teacher shall make due amends. Meet me at the school room tomorrow at nine o'clock. Bring the little girl and let her name all the children who heard what was said."

Promptly at nine o'clock I was on hand, and so was the man and his little girl. The investigation was conducted in the principal's office privately. In answer to my first question the little girl said that the teacher had not used the words

before her, but after she had gone. Some other girls had told her about it.

I called in the first witness, who said that another girl had told her. This other girl names still another who came in and said that she thought the teacher remarked "It was low down to act that way, and little girls should hurry on the way from school."

When the teacher came in and was asked about it, she was surprised that any trouble was in the air, and remembered distinctly saying that "Mary was too nice a little girl to act that way, and it was wrong to bear tales on another, anyhow."

By this time the irate parent had cooled down considerably, and ended by thanking the teacher for the ladylike way she handled some childish quarrel of the pupils on the way from school, and apologized for taking so much of our time about nothing. .

Thus will end most cases, when one side keeps good-natured and patient and brings the parties face to face.

It is the Duty of the Public to Uphold the Teacher. In nearly every instance the teacher is right and the child is wrong. There is no easier way to break down a school or to weaken a teacher's influence, than by having the parents criticise and abuse the teacher in the presence of the children. When the home and the school are antagonistic the child has a poor chance. He generally makes a poor pupil, and often a rebellious one. The influence of the tea-table and the fireside upon the discipline of a school room is more potent than teachers generally think. It is well worth a teacher's while and time to visit the homes of the children, know their parents and secure their co-operation.

Politics. It is also the duty of the public to let the schools alone, especially in the matter of selecting teachers. The most baleful influence upon the school systems of the country is the political influence of powerful men who seek to make the schools the source of support for indigent gentlewomen. They may be needy, they may be worthy, but it is a crime to support them at the expense of the public and of the children, if they are not good teachers—and this latter the superintendent alone should say. How many weary battles have been fought for the schools, for the children and for the public itself, by the superintendents of the land, who have bared their breasts to the storm and said they would have none of it, that the schools were for teachers and not for kinfolk, or political allies and friends!

It is this kind of interference that is most far reaching in its effect, for when once started it gains in momentum, and once under full headway the school system is surely doomed to worthlessness. There is no other good way, than for the superintendent to say who shall and who shall not teach.

THE SCHOOL BOARD.

It is not within the province of these notes to discuss at length the methods of selecting a school board. So far as the work of the superintendent is concerned, it matters but little whether his board is chosen by popular vote, by the city council, or appointed by the mayor. He is not responsible for this side of the work. It may matter much so far as the schools are concerned, though I do not know of any plan that entirely removes the selection of members of the board from politics. So long as men are ambitious for office any public institution

will be subjected to unworthy influence. This is to be expected, and it is to be deplored and combated.

The schools belong to the people, and they must directly or indirectly select their representatives on the school board. The only safe plan is that which contains some check to interference, and makes it impossible for unworthy men to place unworthy teachers in the schools. If there is a safeguard in the law, or in the rules of the board, it makes but little difference how the board is chosen.

The school board has its duties to perform that should be well defined and not encroached upon by the superintendent. These duties relate to the outside management of the schools, especially all matters of finances. It is for them to decide so far as they have the power, the amount of money to be expended upon the school system and to apportion this amount in such way as they may decide. They may ask advice of the superintendent, and should do so, but after all the power is with them, and it should be respected by the superintendent.

The Control of Finances extends to the fixing of the salaries of the superintendent and the teachers. The amount to be spent in supplies and apparatus, the cost of school sites and houses, and the proper auditing and payment of all bills and the inspection of the books of the treasurer. This is a very important function and should be carefully guarded by the board, to avoid waste or extravagance and a deficit at the end of the year. Having apportioned the amount, great or small, the superintendent should set himself to aid the board in the wise and economical expenditure of the school funds.

The board should have the power to elect the superintendent, and to define his duties. It will depend very largely upon the size of the school system as to what these duties will consist

of. He may be able to supervise all the teachers himself, or may need to have it done through assistants. In which case he should be empowered to nominate his assistants. He may or may not be the secretary, and even the treasurer of the board. This depends upon the size of the school system, its peculiar needs, and is not essential to this discussion. The main point is that the superintendent is chosen by the board, and is its chief executive officer.

The Board also Elects the Teachers. These should be selected by the superintendent as we have before seen, but power rests with the board to say who the individuals shall be.

Lastly the board is a court of appeals, to whom matters may be finally carried and by whom all disputes may be adjusted. It is easily seen that differences will arise between the superintendent and the teachers, and between him and the public, and that the strong arm of the last authority is needed to enforce what is right.

We should not forget to mention that it is the duty of the school board to be personally informed as to what is going on in the schools, they should visit the rooms, and see for themselves what conditions prevail. The superintendent should insist upon this in order that his recommendations may be more readily appreciated and more cheerfully adopted. These visits need not be heralded beforehand, but quietly and unannounced the members should drop in and make up their estimates of the quality of the work.

THE SUPERINTENDENT AND THE BOARD.

The superintendent should never undertake to select the membership of the Board. When it comes to who shall and who shall not be members, he should say, "It is none of my

affair." As soon as it is suspected that he seeks to control the nominations to membership, he arouses an antagonism among the people, and in case his candidates are defeated, his opponents will hardly be in accord and sympathy with his plans for the school. The safest plan in the long run is to let the elections or nominations severely alone, and avoid giving advice as far as possible. He should be so strong and so secure in his own division of the labors, that he does not fear the advent of any one on the board.

The superintendent should never assume any authority not granted by the board. He should not trespass on their rights or prerogatives. Whatever matters are in their province he should respect and steadily refer to them. It is the only way to have the board respect the rights that belong to him. Whatever limitations are set by the board should not be exceeded by him. For instance, if the board reserved the right to make all contracts for school supplies, and even to order all school material, the superintendent has no right to go beyond that and make contracts or give out orders, expecting his board to stand by him. No matter how much power or influence he may have with his board it is a question of right, and of prudence, of courtesy and of safety for him never to go beyond the delegated powers. Whatever he does should be defensible, on the ground that he had the right and the power to do it, and that he did what was wise and proper.

No superintendent can afford to ignore his board, for men do not like to be ignored, or overshadowed. Whatever credit or improvement belongs to them should be accorded to them. Whatever praise is due them for their efficiency should be allowed them. The superintendent who tries to be the whole thing, and makes out his board to be nothing, who rushes

into print to say what he has done, and keeps a wood cut of himself on hand to insert in the paper every time the board has a meeting, will find out very soon that the board tires of so much greatness, and that they do not care to monopolize so much magnificence. It is best to be modest, let others praise you and to see that the board is given its share of the honors. The superintendent who absorbs all the credit some day may have to shoulder all the blame. Best not be greedy.

On the other hand, all troubles should be settled outside the board if possible. The members are generally busy men, who do not care to be burdened with much detail of school work, and who feel embarrassed to be compelled to decide disputes or trivial matters. There are times when they must be called in, but let these times be as seldom as possible, for their sake. A superintendent shows his strength by the skill with which he manages his work, by the little friction he creates, by the little noise he makes. There are hundreds of small differences that constantly arise, that could be fanned into great flames of wrath and dispute, if not wisely handled, and the board would be in continuous session settling troubles, if the superintendent chose to keep them busy. If he is prudent, he keeps trouble away from his board, and shows his value by relieving them of all disagreeable details, and never going to them or allowing a case to get to them unless he has exhausted all his resources and needs their support to uphold his authority. The best machinery is that which works with least friction or noise and which needs the least repairs.

A Good Superintendent is Loyal to His Board. He feels kindly to each member, and is perfectly frank. He will not stoop to flatter and still less to boasting or deceit. He will not merit their contempt by that species of sycophancy that

expends itself in nervous and effusive attention. He still meets them as man to man, and preserves his dignity and originality and independence, thereby preserving their regard and respect. He is loyal to their interests and can be depended on to defend their actions.

He Never Talks Outside. Whatever he has to say by way of criticism he says it to the board itself, or to the teachers themselves. He does not indulge in street corner gossip about variances in the school affairs. If he has anything to say he defends the policy announced, or at least keeps silent if he cannot approve. Least of all will he comment upon the personal shortcomings of those with whom he works, whether they be his superior or inferior officers. He not only abstains from gossip but frowns upon it in others, remembering that it is species of treason, and that disagreeable comment from high authority travels fast and generally direct to the persons commented upon.

The superintendent should be brave enough to speak his own mind to the board on school matters, fearlessly and without heat and passion, but having done so let him remember that their decision is final, and having spoken let him be still. Nothing so irritates a board as a nagging superintendent, who is never content with the dictum of those who have a right to give him orders. In accepting their judgment on affairs within their province, it should be done cheerfully, completely and finally.

This makes the superintendent reliable. The Board has confidence in him to give good advice, to accept their orders, to carry out the rules, to defend their position. He is consistent in what he says and promises, and will preserve the unity of the

system by showing to the public that all the parts are as one. A system united is impregnable against the attacks of its enemies.

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. The use of the daily press to inform the people.
2. The Mothers' classes.
3. How to prevent the politicians' influence.
4. Various ways of selecting a School Board.
5. Organization of the Schools—County Unit.
6. To what extent should the Board be used by the Superintendent?
7. How to get them to visit the schools.
8. Paying members of the Board for meetings.
9. Should the Superintendent be the secretary and treasurer of the Board?

Lecture III

THE SELECTION AND TRAINING OF TEACHERS

In the selection, training and management of the teachers the superintendent will have an opportunity of showing his greatest skill. A school system depends on its teachers. A fine corps of teachers can make a good system even if the superintendent is ordinary, but the best superintendent is doomed to failure if his grade work is hopeless. Therefore, the real crisis is when a teacher is to be chosen, remembering that it is always easier to keep a poor teacher out than it is to put him out.

The general cry everywhere is that the schools are used for political purposes, and inefficient and untrained persons are put in charge of the buildings and grades, at the instance of board members who wish to please their political allies and supporters, or who are led away in sympathy for the needs of indigent women.

Such a condition will ruin any school system. So long as teachers are employed upon any other basis than that of school-room ability, the system is doomed to inefficiency. Everybody will recognize the truth of the statement, in his calmer moments, that school-teachers should not be selected upon a basis of sympathy or political reward. Even the board members recognize that. Therefore, when there is no election pending, when the waters are calm and no instance is up, and nobody to be made an example of, then is the time to get the

board to bind itself by formal resolution to do the right thing when the next time comes. Then when the crisis arises and a few wish to override the schools, there is a rule against it which the superintendent and the board may fall back upon to protect the schools.

HOW TEACHERS ARE SELECTED.

As a general thing the majority of teachers in a large school system come from the local supply. This is all right, and I am willing to say that so long as good teachers can be had from the city or county in which the schools are located this home talent should be considered. But home talent is to be taken only so long as it is talent, and when it is no longer so, it is not too far to go to the ends of the earth to get a good teacher.

While this is true of home talent, it may also be said that every system needs the infusion of new blood at times, and that the importation of outside talent brings new ideas and methods and introduces a freshness that could not otherwise be had. A system can return into itself by too constantly employing its own product, until it becomes set and formal.

The superintendent should have the power to prepare an eligible list of candidates from which the board agrees to elect the teachers. This power being granted, the superintendent should make it his most earnest duty to find good teachers by all means in his power. The supply of teachers will come from three sources.

1. Those local high school graduates who will go to reputable Normal Schools and spend their time and money in preparing themselves for teaching.
2. Those local high school graduates who are not able to go

off to Normal Schools, but who want to teach, and who will spend time in a sufficient training in the local training school.

3. Those who are non-residents, who have taught with success elsewhere, and who by virtue of special merit and special reasons are desirable acquisitions to your own school systems.

Let us consider some of the qualifications that a superintendent seeks, aside from technical training.

1. **Every Teacher Must Have a Good Education.** Without this as a basis nothing can be done. The broader and deeper the education the greater the culture. All learning is of value in the school room. The superintendent should satisfy himself that all applicants have a good foundation of scholarship before starting upon their professional training. Every teacher in the grammar grades should have at least a high school education, and every high school teacher should have a college education. We may say in general terms that a teacher's education should be at least four years beyond the work he is called upon to do.

2. Every teacher should have an abounding good health, and should take care of it. Our success is dependent on our health, and the school-room demands the best that is in us. Sickness begets irritability, crossness, peevishness and impatience. It is hardly too much for a superintendent to demand a physician's certificate of health of every applicant for positions in his schools.

It is palpable violation of common sense for a teacher, who has consumption, or indeed any contagious or infectious disease, or coming from a family where acute contagious diseases prevail, to be allowed in the school room. Consumptives often seek school work, thinking the labor is light and the exposure not dangerous. A superintendent should be on his guard and while

the issue is hard, he should be firm and just. In fact every teacher and every school house, should be under the regulations of the board of health of the city, and only the soundest conditions should be allowed. More than once I have received appealing letters from teachers in higher and colder latitudes, asking for positions in the schools of the South, saying they were delicate and needed the warm air of the southern climate to restore them to health and vigor. My answer has always been that school rooms needed teachers of perfect health and vigor and that delicate people needed out-door exercise and work in our balmy southern latitudes.

I will not go to the length of saying that all teachers should be good looking or that they should be graded in appearance, but I feel sure in saying that children love beautiful things and beautiful people, and that it does seem as if we at times take advantage of the innocents by compelling them to gaze upon some forbidding countenances. I use the word forbidding advisedly, for I am ready to confess that some of the most attractive faces have the least pretensions to beauty. They have what is far better than beauty—they have spirit.

3. This last remark leads up to the statement that disposition counts for nearly everything in a teacher. The teacher's attitude toward the children and her work generally, will determine whether she is made of the right sort or not. No one can define the teacher's spirit, nor expound it in set formulas. It is with some people, and not with others.' It is also as unmistakable as it is indefinable. It is in the manners, the voice, the eye, the face, but no one can say what or tell how it can be acquired. It is truly born, not made.

4. **A Teacher had Best Begin Young.** Youth is the period of enthusiasm, vivacity and cheerfulness. It is the time when we

acquire our habits and our style, and get our dispositions set. It is the plastic period. I have rarely seen anybody turn to teaching after thirty-five or forty years of age that made even a measurable success in it.

HOW TEACHERS ARE TRAINED.

Every applicant should go through a training before beginning to teach. In these days of Normal Schools in every state, when tuition is free and boarding is nominal, there are not many who can truly say they cannot afford to get ready to teach. However, granting that a superintendent feels the need of training and testing the material that comes to him, it will not be amiss to describe the plan I have pursued in my own schools in Augusta.

Local Training School. I selected the three best teachers in the schools, one for the first grade, one for the second grade, and one for the third grade, and established them as training schools in one of the school buildings convenient to my office. Those three teachers had regular grade work to do, with the usual enrollment of pupils and the regular course of study to follow. I expended much time in detailing the method of those teachers and had them approximate the standard of excellence desired for all teachers.

To begin with I reduced the room to approximately ideal conditions of physical equipment. The walls, the blackboard, the light, the heat, the pictures, the desks, the cabinets, the window boxes, the vases, the teacher's desk, the children's supplies, the apparatus—indeed everything that a school room ought to have—I put into these three rooms, and I called them the standard toward which the system as a whole should strive and gradually reach. I at least had three good rooms to show

as a sample of what all other rooms should be. In these rooms I put the three best teachers I had and paid them a little more than usual for the work they had before them. They represented scholarship and leadership, and experience, and were not afraid.

To these teachers I then assigned the applicants for positions, those who desired to become teachers in the schools. They were the apprentice teachers under skilled workmen and were required to work in those grades at least a year before they would be considered available for regular work. In this way each apprentice has one or two months study and daily instruction in each of three grades during the year. By this time it is not difficult to decide who has most skill for the school room, and who has least.

These schools are not observation schools. The student teachers go daily, two or three at a time, remove their hats and wraps, and are assigned to such help as they can do. As they individually become more skilled they assume more work until the regular teacher withdraws and leaves them in complete charge. When this is satisfactory the course is complete. We know then whom we want as teachers, when there are vacancies to be filled.

In addition to training the applicants, the training school teachers supervise the work of the regular teachers. The teachers in training are sent out to do practice work in the schools and the regular teachers being relieved thereby spend a week or more in the school, comparing and correcting their own work. By this means the superintendent can test the value of new methods in his training school, and promulgate it to all other teachers without difficulty. It has aided the superintendent in the work of supervising the lower grades and has simplified the introduction of methods and has given a proper avenue for all applicants to enter the system as regular teachers.

The value of the training school in protecting the system against politics or sympathy is considerable. Suppose a man comes to you or goes to any of the board and says, "I should like my daughter to get a position as teacher." Your answer is, "Why certainly, sir, we will be delighted to have her enter our training school in order to prepare her for future work." Well, she enters the training school, and possibly she may become a fine teacher, or at least you have the chance to quietly prove to her satisfaction that she is not suited to the school room, or that others have made better records. Sometimes it is not a bad idea to tire the applicants out rather than provoke a convulsion in the community. In this way the training school opposes a front to imposition in the school.

This plan is equally applicable to rural schools, by a simple modification. If a superintendent will select one of his rural schools, nearby—easy of supervision, and expend his energies upon making it a model for all his schools, he can then use it as a type. It will make the best institute for a week's instruction he could have.

Course of Reading. Along this training in practice work should go a course in reading. This course in reading has been divided into four heads:*

1. Psychology, or a basis of principles.
2. Methodology, or a basis for instruction.
3. Economy, or a basis for management.
4. History of education, for breadth of view.

I cannot undertake to name the books that a teacher should read and study under each department. There are many good, excellent books under each head, and the superintendent's

*See Report Committee of Fifteen, N. E. A.

library will be filled with samples of each sort. I will say that each teacher should own his books, should buy them as the beginning of his pedagogical library, should mark them as he chooses and annotate them all he can, and re-read them as often as necessary. I believe I could name a dozen books that would make a satisfactory working library for any teacher.

A Liberal Policy. I wish to suggest to you a liberal policy toward your teachers in the matter of training. Many of them are too poor to go off to school unaided, and they need their monthly wages to live on, and possibly to support others dependent on them. If they could afford it in any way they would gladly go off for training. I suggest that you get your board to pass a resolution excusing any teacher for a year on full pay, less a small amount to pay a substitute in her grade, provided she takes what is left and goes off to school. If a teacher is getting \$500 a year, she could take \$15 a month for nine months or \$135 and with it employ some one out of the training school to teacher her grade. With the remainder, \$365, and a loan outside if necessary, she can spend a year in a good normal school and come back equipped for better work. The teacher gains by it, and the board loses no money by it. I have tried this and I know its value, in enthusing and stimulating the teachers.

Teacher's Meetings. After all is done and said there remains yet the fact that a superintendent needs to come face to face with his teachers at regular times, as well as have them come together for conference with each other. In ordinary conditions, I should advise the monthly assembly of all teachers in a school system for general lectures and discussions. In these meetings, topics of general and universal interest should be discussed. The superintendent may lecture, he may conduct an experience

meeting, he may have a program of several subjects, or he may have some speaker invited to address the teachers. At any rate the meeting should be a live one, and the teachers should feel an interest in assembling.

Then there are grade meetings, reading clubs, manual art classes, and other devices and methods for getting the teachers to assemble and help each other in their work.

By all means the superintendent should insist upon the teachers meeting by grades, to discuss the subjects peculiar to their work. If possible he should meet with them, and find out what they think and what they need. Each grade could thus pursue a line of study and investigation most helpful to the teacher bearing directly upon the grade needs.

Individually each teacher should subscribe to a teacher's paper, or journal, or magazine, according to the grade of work. Some money must be invested in the business, and the money that counts the most is that spent for books and periodicals. A teacher's club is possible, in which several join to make a sum of money to be invested in a number of journals for circulation among the members. A good superintendent will see that every teacher is a subscriber to a school paper and he will be ready with good advice on this subject.

Likewise will every superintendent's office be provided with professional books for circulation among the teachers. It is worth while for a board of education to invest some money in a school library for the use of its workers, and the superintendent should see that it is used. If every teacher is not calling for books, select one and send it with the kind advice to read it. This may start some individuals to reading.

All these means and many others emphasize the need of

refreshing the working force with new ideas, encouraging them with commendation and stimulating them with advice.

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. Plans for selecting teachers—Eligible lists.
2. Training schools in general.
3. What to do with the Normal Classes.
4. Some books for teachers to read.
5. How to build up a Superintendent's library.
6. How to help the grade teachers.

Lecture IV

THE PROPER TREATMENT OF TEACHERS

It seems to me if I were a teacher in a public school system I would rather feel settled than unsettled, satisfied that I would be undisturbed except for cause; that I had a chance to increase my pay if I deserved it; that my superintendent was going to help me instead of finding fault with me, and that when I grew too old to serve, that the board was going to provide for me in some way. I should then feel comfortable and do my utmost to please. On the other hand, if I was eternally afraid of my position being filled by somebody else, of having my pay cut down, my work abused, myself talked about, I should be so nervous and fearsome that my heart would not be centered on what I was doing. I would be so busy holding on to my job that I could not do any teaching.

Security, Prospects, Encouragement, Provision for Illness and Age are what every teacher wants. Then she can work; for she is not distracted by worry. The superintendent has a good deal to do with all this, for he is the man to be pleased or displeased, to encourage or discourage, to help or hinder, to soothe or distract. Every teacher feels that her hopes are in the hands of her superintendent and as he thinks so will she be. They think right, for the superintendent is in charge of the teachers and he is the man to decide what they must do, how they

should do it, and whether they shall be the ones to do it. Therefore, the superintendent needs to know what is going on.

Teachers—Their Treatment. The superintendent needs to know what the teachers are doing in the school room, and there is but one way and that is to go and see. His visit may have a two-fold purpose, one to find out what is going on, and the other to help. A superintendent may quietly enter a school room and sit unobserved and inobtrusive through many exercises, in order that he may ascertain the general character of the work done by the teacher. Having done this he should then privately make such comments as he feels proper, either of commendation, suggestion or criticism. If his visit brings him a feeling of dissatisfaction the teacher should know it, and he should define in what particulars he is dissatisfied.

Physical Condition of the School Room. Among the things to be noted by a superintendent, are first the physical condition of the school room—if it is too hot or too cold, if the air is vitiated, or the light is too dim or too strong. He should note the neatness of the room, if the floor is littered, the desks untidy the shades awry, or if order and neatness prevail. He should observe the decorations of the room. The condition of walls and blackboards, flowers and other things that give a pleasing or a disagreeable effect.

It is advisable to persist in the determination to have the school rooms kept in order, clean, decorated, well aired and lighted, some flowers, some good pictures, clean window glass, etc. It has been observed many times that an orderly, well cared for exterior indicates excellence in the interior, and that a school room that looks well, is generally taught well. Somewhere there is born in us a great respect for decent things and we do better when we are surrounded by respectable and uplifting

influences. A good teacher is known by the school room she keeps. 'A crown does not make a king, but it indicates one. Attire does not make a man, but it generally marks him. So a well-kept, well-decorated, clean and wholesome school room may not make a good teacher, but it generally indicates one.

Other Things He should observe the methods of instruction; if they tend to order or disorder, if interesting or dull, if emphasis is placed on bright pupils only, if the class is alert and eager or dull and listless. Having observed these, he should consider the causes of failure, if such be the case, and suggest remedies at the proper time.

He should mark the progress of the pupils, and discover if they have kept up with whatever standard he has set, and notify the teacher whether the class is going too fast or too slow.

He should pay attention to whatever individual instances are worthy of attention. Some pupils who could be advanced may be held back on account of others. Some may be struggling to keep up with a class too advanced for them. These should be regraded.

This kind of critical supervision should be discussed with the teacher in charge and practical suggestions made that will really help. If a superintendent merely goes in and sits down, and passes an hour or more listening and goes away without a word, his visit has been a waste of time for himself and for the school. He has not supervised. He has merely visited.

Also, a superintendent may enter right into the spirit of the grade, and make his presence a real inspiration to the teacher. He could come in like sunshine or a breeze, and have a bright way of hearing a recitation, or a book to give the grade, or some exercise for the pupils to work, or something to show or

tell them. His visit will then be an event to be remembered. By all means, let the time spent be worth while. Let the supervision be real and substantial, and if there are errors to be corrected, let them be noticed and corrected.

This takes time. No grade can be understood that is casually visited for a few minutes every now and then. A superintendent needs to spend the entire day with a teacher if he will understand the work. His visit should be repeated at least once every two months. An easy calculation will show how many teachers one man can thus safely supervise.

A superintendent should remember that the teachers are not his subordinates, but his fellow workers. It is true they follow his leadership, but they should always be treated with the courtesy, kindness and consideration that is due the gentlemen who always occupy the place of grade teachers. A superintendent commits an unpardonable error when he is rude or neglectful or impolite, or takes advantage of his position, or presumes upon his office.

He Should Have no Favorites Among the Teachers. That is, no personal favorites. He may justly say that certain teachers are excellent in their work, but his commendations and expressions should be limited to their professional values. It is ruinous for a superintendent to distribute favors among his teachers according to his own likes or dislikes. It lowers his level. It begets jealousies, enmities, rivalries and brings criticisms and comments that affect his own dignity, and disturb the true relation of the teachers with each other. Therefore, no comparisons, one teacher with another.

Be careful what you say of the teachers, and to the teachers; for you may be sure that your comments will go with exaggeration to the parties under discussion.

A superintendent stands in great danger of doing too much talking. He is led on to say things of the teachers, of the schools and of the board, that are indiscreet and often unjust. More superintendents have hurt their work by too much talking than by too little. A good superintendent first learns when not to talk. He then learns when to talk.

Likewise no Compliments. It is below the dignity of a superintendent to excite the vanity of teachers by undue praise of their labors, and the jealousies of those who are not commended. If words of commendation are due, they can be delivered in dignified and worthy ways, generally in person and alone, but flippant flattery is belittling. Likewise no familiarity. A superintendent cannot afford to be familiar with his teachers. He should hold himself in a cordial but rather formal relation with them, that they may always look up to him with respect and regard.

I think there are teachers who would like the superintendent to be attentive to them, to visit them, or show them courtesies outside of the routine of his business. This the superintendent cannot afford to do. He must seek his intimates outside his corps of teachers, for he cannot well control his force if he admits them to the level of his daily confidences.

Proper Emphasis. One of the dangers that a superintendent is liable to, is his tendency to pay too much attention to the good teaching and to neglect the apparently hopeless. As a matter of fact, the emphasis of a superintendent's work should be placed on his poor teachers. If there is a poor, struggling and unsuccessful teacher anywhere who wants to succeed and does not, there is the place for the superintendent to spend his time and to show what he can do to help. The good teachers can take care of themselves, but the poor teachers need help.

It is hard for a superintendent to avoid turning into grades where he will feel proud and satisfied with the character of the work, but if he does this constantly his system will separate into two classes, and the good teachers will get better and the poor teachers will remain as they are.

To a Limited Degree a Superintendent is Responsible for the Failure of any Teacher of his System. He cannot console himself by saying that the ability was not there, for often he has not paid enough attention to the case in hand to find out. No teacher should be given up as hopeless until the superintendent can conscientiously declare that he knows the conditions that prevail, and has done his best to reform them. One may almost go to the extent of saying that a superintendent who puts all his life into saving the apparently impossible teacher, will find that nine out of ten will respond enough to satisfy his demands. The superintendent should look upon his teachers, as he would have the teachers look upon their pupils. He should no more favor the bright teachers and disregard and seek to be rid of the dull ones, than a teacher should favor the bright pupils and be glad to be free of the dull ones.

A superintendent should also be careful not to interfere with or discourage the independence of the teachers. There is a possibility of carrying uniformity of method too far. It is sufficient for the teachers individually to adhere to the general principles of instruction as given them by the superintendent, and exemplified in the training of the schools, but each teacher should be left free to pursue his own plan of application. Nor should he resent any candor or criticism on the part of the teachers toward his particular outline of procedure. If a teacher differs from him, the discussion of that difference may bring more light upon the subject. At any rate, there should be

perfect freedom of opinion, although it must in the end be subordinate to the orders that are issued.

If a school system is organized upon the military basis in which the board of education hands down its orders to the superintendent, he hands down his to the principals, and they to the teachers, there can be no confusion. Until orders are issued there can be great liberty of discussion and opinion, but after the orders have been made all discussion is at an end, and everybody should fall in line and give cheerful and prompt and co-operative obedience. This definition of authority, and a strict adherence to rights and duties and spheres of authority, is the only way to prevent confusion and to forestall insubordination.

The happiest condition prevails when the teachers recognize in the superintendent their best friend and support. When they feel they can rely on him to deal fairly by each one, to see that justice is secured, and proper attention is paid, then a spirit of confidence is created among them that makes collision and misunderstanding well nigh impossible. The teachers should know that the superintendent is on their side. He can be depended upon to stand by them in a crisis, and defend them against the public or the board, or anybody who assails them unjustly. While he is candid to them as to their faults and strict in his requirements of them, yet he is never unfair, or harsh, or rude, or unkind and never abuses them to others. His best things are said of them, his severest things are said to them. The greatest compliment to be paid a superintendent is for his teachers to say: "He is our friend, and we can depend on him." For such a one, every woman who teaches under him will work her very best with gladness, and every man will spend his life in the fulness of sacrifice and service.

Payment of Teachers. There are various opinions of how teachers should be paid for their work. We may summarize them as follows:

1. According to grade of room.
2. According to length of service.
3. According to value of work.

There is only one broad proposition that covers the ground, and that is that teachers should be paid according to what they are worth. Even a good teacher is not worth as much the first year of teaching as the second or third, and a poor teacher is not worth any more, no matter how long the experience. So that in the very beginning even good teachers should not be paid as much as those who have added to their ability by study and experience. It is, therefore, best to start all new teachers at a minimum rate and to increase their pay as they improve. It will not do to increase their pay according to the length of service, for some teachers show no improvement year after year, and a superintendent is inclined to deal leniently with their shortcomings and give them another chance.

Since teachers must be put to work in city schools in some grades, it is best to start them in one of the middle grades and promote them up or down according to special talent for lower grade or upper grade work. Also as they develop ability in the school room, their compensation should increase until the maximum rate is reached regardless of whether they are promoted or not. This fact of improvement the superintendent must decide, and he must decide it conscientiously and after full investigation. If a teacher has been studious and has shown an increasing power in the school room then more pay should be allowed, if not, then not. I do not know of any other

way to settle the question, though I admit that few schools base their salaries upon such a schedule.

What Shall be Done With the Incompetents? As I have above remarked, a superintendent should hold himself partly accountable for failure of any of the teachers of his system. It is his business to concern himself deeply with the weak places in his school, to advise, demonstrate, stimulate, explain, provide and help daily, if need be, until the last effort has been used. Then if failure be the result he cannot be held to account. As a matter of fact, a good superintendent will have but few failures in his schools, for he will move against such a predicament by employing only good material and taking care of it, once it is under his charge. But there are incompetents and these should give way. It is not right to endanger the education of children by the retention in the system of those who cannot or will not. It is hard to do, and apparently cruel to do, but it is advisable. The few must suffer for the good of the many.

The Aged Should be Retired, with the thanks of the public for service long rendered, and their expenses should be borne by the board as pensioners upon the system, at a small sum per month, so long as they live. It is but right, and the cost is small, and it does not often occur.

All those means I have advocated tend to the strength of a school system, by letting teachers know that once in, they will be safe so long as they do good work. They will be paid more as they are worth more. They will be made good teachers by every means possible, and provided for in their old age. This gives stability and center to a school system, relieves the mind and tension of the teachers, so that all their energies are upon their labors, and so dignifies the calling that the best talent

becomes available and the schools become a solid foundation upon which the future of the community may rest.

TOPICS FOR A SUPERINTENDENT'S ROUND TABLE.

1. The Superintendent's visit to a school.
2. Tenure of office of teachers.
3. Pension for the aged.
4. Pay of the Teachers—how regulated.
5. Promotions of the Teachers—how done.
6. What to do with incompetents.

Lecture V

THE SUPERINTENDENT AND THE COURSE OF STUDY

It devolves upon the superintendent to arrange the Course of Study for the guidance of the teachers and the instruction of the children. Upon the choice of good, interesting, teachable text-books as a basis, and their best, wisest and just disposition in the grades, will depend in great measure the ease of teaching and the success of the instruction. The Course of Study should be constantly in your mind. It will need readjustment every year in some detail, though it need not be overhauled too frequently.

A child is sent to school to get his education. Here he gets only a part of it, for everything educates him, his companions, his books, and whatever he sees or touches—what he gets out of the books is only a part of the great scheme of training that results in his establishment as a man, adjusted to his environment, and capable of reacting upon the influences of nature and of people. Let us see for a moment what a boy will meet when he gets into the world, and what forces will impel and compel him.

Society. He finds himself among people, in an organized society, with a code of ethics not all written in the statute books, but as fixed and definite as any laws. He must know then his relations to his fellow men, how to behave in company, how to be polite and respect the rights and feelings of others,

how to enlist the interest of men in his affairs, and how to lend his own interest to their affairs. So the study of Ethics as based upon the Bible and the experience of mankind, that keeps men from stealing, from lying, from murder, from excess of all sorts, and that leads up to self-restraint and the establishment of good principles is of the first and greatest moment.

Business. In this society he encounters the problem of self-support. He must make his bread by dealing with the people who have things he wants and who will exchange them for things he has. If he has more to exchange than he actually needs, he accumulates a surplus and becomes rich. If he has less to exchange than he needs, he keeps poor. If he has nothing to exchange he becomes a pauper. The great medium of exchange is language—men need to talk, to write, to spell, to read, and this with ease and accuracy—otherwise their intercourse will be labored and unsatisfactory.

Then men need to calculate. Their transactions are based on figures, and bookkeeping. All the commerce of the world, all the manufacturing of the world, all the system of change and exchange can be recorded only by figures. So the mathematical sciences help men to earn a livelihood. Likewise the manual arts, and the industrial occupations, and all the mechanical and technical handicraft occupations are based upon the sciences and mathematics, in which men engage in order to be producers of things that other people want. In other words, he finds himself surrounded not only by a society of people, but also a society of busy people, struggling each to support himself and to wring a livelihood out of the world of business.

Self. In order to do all this a man must take care of his health and strength. The first duty he owes to himself is a

knowledge of the laws of his own body, whereby he can work it to the greatest advantage with the least pain and greatest efficiency and for the longest time. How to prolong life, and make it comfortable is essential knowledge. This brings up the question of what and how a man eats, what and how he sleeps, and what comforts he has at home; what recreations, what pleasures, what rest, what consideration he gives to the spiritual and poetical and cultural sides of his life. In other words, how does he care for himself, what sort of a home life has he, and what does he do to occupy the hours of his leisure? Therefore, physiology, hygiene, music, art, poetry, fiction, the domestic sciences of cooking, sewing, cleaning, sanitation, child rearing, are all concerned with what a man owes to himself and those dependent upon him, and somewhat answers the question of how will a man spend his livelihood after he has made it.

The State. It is every man's duty and right to be a patriot. The love of one's country is a sentiment that does one honor, and for which one will die. One knows his country through its history and through its civic studies. In the same way one knows his own state, his own county, his own town. The more he knows of it the warmer his patriotism. Besides, one needs to know what mankind has done on the earth and with it, from the beginning until now, in a general way, in order to better understand things as they are now. So he needs to know the earth, where people are and how environed and conditioned and what they are now doing; what everybody has done is history, what everybody is now doing is geography. If he is a part of the state and of the world he wants to know the record and what is now going on. This gives him an idea of his duties as

a citizen and his rights as a man, and helps him keep his place in society and keep society in its place.

Thus we have the scheme outlined and we see the needs of our coming man. Put into one statement it may be something like this: He will find himself in an organized society, with which he must communicate and to which he must contribute in order to live. He must recognize his own physical, spiritual and domestic needs and his obligations as a citizen in a regular government. This takes no account of his moral responsibilities, of course, but that belongs to the churches as well as to the school.

Reading. With all this in view we can now understand why the emphasis of a course of study should be placed upon Language. This is the most important subject of all—how to talk, how to write, how to read with fluency, correctness, elegance, precision, with pleasure to one's self and to others. The main business of the first year, indeed of the first two years, should be learning to read, and taking the first steps in writing, which will involve spelling. Nearly all the time should be devoted to language in its many forms of expression. The first grade should learn to read. Then in the succeeding grades, book should follow book as safely as circumstances allow. A grade should read in the second readers until it is able to read in the third readers, and so on. I seriously question the wisdom of rereading any book, if it is possible to arrange for an abundance of supplementary matter. I have known a grade to read five second readers before the teacher was satisfied to pass them into the third reader class. In some places the board furnishes text-books, but in places where they do not, it is well for the pupils to buy their own readers, and for the board to own the supplementary readers.

The doctrine of interest determines good reading. I have known a grade of poor readers to be revived into fair pupils by a new book, of new interest, which gave them something to read for. The one book a year course in reading is not enough. There should be a basal reader to dig in, work over, study from, and then two or three others full of stories and descriptions just to read from and enjoy reading at sight without any stopping to be corrected, just to read and get all you can, and be helped over the hard places. In the basal reader the word is the thing. In the supplementary reader the story is the thing. The one is study—the other is reading. The one is learning how, the other is doing. I commend unto you the practice of silent reading among the pupils. I have known a tired teacher almost to have a recess by handing around the supplementary readers and announcing fifteen minutes for everybody to read what he likes best, to be talked about afterwards. A child gets as much from silent reading as he does from oral reading.

The School Library comes in from the fourth grade up. Every school should have a library, with as many books as there are pupils, a book for each one. The grade library is better than the general library, since it brings the pupils to a more intimate connection with the books, and calls the teacher's attention to those who are and who are not reading. Ordinarily speaking, fifty books is a splendid library for a grade—books that the pupils will read, rather than those they ought to read and will not.

Language Studies. The unmistakable evidence of culture is the use of language, whether it be in speech or in writing. Our speech betrays us; in fact, the tones of our voice, the precipitancy, the loudness, the inaccuracy, the inelegance, or what not.

When we talk or write we must show what we know or what we do not know. Therefore, while learning to read and interpret other people's thoughts, we should also learn how to express our own thoughts. Language exercises belong in all grades—the necessity for much speaking and for much writing. At the beginning teachers must correct those bad habits carried over from the preceding generation, that we call home influences. Pupils should be taught to avoid the common errors and to adopt the conventional forms. Unless this is done early it will be too late, for once acquired a trick of speech clings forever. Therefore, the first several years of school life should be devoted to the foundation of proper habits of speech. These foundations will have the following elements—accuracy of speech, elegance of speech. Then follow in order one or two books on systematic language, study, and on into formal grammar, which should not come until the seventh or eighth year of school life.

Most people are deficient in the power of original written composition. Few people write well with ease, rapidity, clearness and accuracy. There is not enough writing in the ordinary course of study. The old practice of compositions once a week was founded in good sense, and while its use was not always wise, yet it had its influence. The composition exercise suffered from isolation and lack of relation to everything in particular. One knows that in his own experience he often sits down to write a note or letter from a sense of obligation and frets over it, because he has nothing to say, while in a business matter he can turn out page after page and never pause for an idea or a word. It is the question of relation and expression of those ideas that are in us and must be poured out on the paper before us. Therefore, in the language course provide

for much writing about things being studied, whether there be set compositions or not, and fluency, accuracy and elegance will follow.

Arithmetic. After the language, the mathematical studies come next in importance, and of these we are mainly concerned with Arithmetic. I would not advise pressing the matter of numbers upon pupils of the first grade. If the first four years are consumed in the elementary processes of addition, subtraction, multiplication and division, preparing a grade of the fifth year to take up the matter of fractions, the progress is natural and normal. It is altogether probable that pupils can learn enough of arithmetic in six years to compass all the needed subjects, leaving the eighth and succeeding years to be devoted to algebra and other branches of mathematics. At any rate, it is sure that many needless subjects are dragged into the course and much time is consumed in teaching divisions of arithmetic that will need to be learned again, and in another way. Bank discount, exchange, carpeting, papering, partial payments and a number of subjects can well afford to be eliminated and more time put upon the general and universally applied rules and practices.

All the conundrum problems that tease and vex teachers may be postponed for practice in the high school. What is essential is the abundance of simple, practical every-day problems that concern the business of life, and that are not mere mental puzzles for the sake of training the mind to think. I should certainly add oral arithmetic to the daily course, giving some ten or fifteen minutes practice in the rapid solution of problems. In fact, I should insist that no problem that can be worked in the mind should ever be put on paper. This is good mental training, of the right sort.

Physiology. The familiar science of health should receive more attention than is given it. Every-day hygiene, the care of the body, the rules of health, how we are made and how we should be cared for are vastly important in this world. What will one take for his health? What amount of money can buy your appetite, and your ability to digest anything you can swallow? Better to be well and strong, than to know all in the books or to be the child of great fortune. Yet we neglect this thing very much, or devote a short time only to its teaching, and practically nothing to its observance. The three things that support life, viz.: the food we eat, the water we drink, the air we breathe, are the three things about which people are most careless. The science of physiology, the hygiene of the household, the chemistry of the kitchen, are more important than we appear to give them credit for.

History. Next in rank come such studies as History, Civics, and those which relate to the larger experience of mankind in general and their doings upon the earth anywhere. While it is true that one can go through life ignorant of these subjects and still get on very well, yet as culture studies they add greatly to his intellectual stature and to the pleasure he gets out of knowledge. Probably no other subject opens such a field for controversy and unfair teaching as history, and no subject can be touched in the high places only with so much advantage. We press history too much, especially the detail. The salient features only are important to a child, the anecdote side of it, the biography side of it. Certainly, the controversial side of it should be left to colleges and university studies, if not postponed indefinitely. It is well enough in the lower grades to read the stories of the great men of history, and for one or possibly two years in the last grades to read and discuss the

history more at length. But we emphasize history too much and the result is children do not enjoy it as they should.

Geography is the most interesting, comprehensive and beautiful of all the studies. It embraces all the natural sciences, and opens up the field of nature study, observation lessons, field studies and museum lessons to an endless variety and extent. There is practically no end to the subject of geography, and it is all valuable; that is to say, real geography. There is enough of valuable, interesting and easily obtained information on the subject for the live teacher to leave all the dull details alone. Probably no subject is harder to teach well than geography. The subject should be introduced in the first grades, by oral and field lessons. The text-book study should begin about the fourth and fifth grades, and continue through the ninth grade. The superintendent will find this subject to be one of the most difficult he will have to get the teachers to teach well. They will bury their noses in the book, and stick to the map questions, in spite of all he can do. In fact, one may almost go to the point of saying that the best and hardest test of a teacher is the way she gives a lesson in geography—more is needed for preparation than in any other study and there is more demand to interest and instruct children.

The Importance of State, County and Town Studies should not be forgotten. It would be valuable if there was a text-book on the county, or the city, for every system—written by the superintendent, published by the board and loaned or given to the pupils. This book should be studied in the last half of the eighth grade, and should concern itself with the history, topography, occupation, government, industrial possibilities, social advantages and topics of like nature. It is fair to say

that one needs to know intimately his own town, his own people, and to visit and understand the places of historic, ornamental and industrial interest. Through geography in its broadest aspect are our eyes open to the world in which we live, and the people with whom we live, and the things by which we live.

In all school courses we must regard such ornamental studies as music and art. They have a distinct value in life that does not deserve altogether the sweeping remark of Mr. Herbert Spencer that "as they occupy the leisure part of life, so should they occupy the leisure part of education." The leisure part of life is as important as any part of life—in fact, we labor that we may accumulate the wherewith to enjoy our leisure hours. Pitiable is the man who has no resources for his leisure hours—who does not love music, nor pictures, nor books, nor flowers. The man who loves music and flowers is not altogether bad.

Drawing is a Form of Expression. We have ideas that cannot be spoken, nor sung, nor gesticulated. They must be drawn. Who shall say whether the world will lose the most if the Parthenon be forgotten, or the Venus of Milo be broken, the Iliad of Homer be lost, the music of Bethoven be silenced, or the Sistine Madonna be destroyed? Each is a supreme expression of its kind. Can the world decide which it can afford to lose?

Drawing is the Foundation of our Industries. All manual arts worthy the name are based on projection, design, calculation, measurement. They are first conceived in the mind, then represented on paper, then reproduced in wood or metal as the case may be. The beginning of manual training is expression on paper of ideas in the mind. The profession has practically

committed itself to the introduction of manual training in the course of study. It is for me to advise you to keep your own mind clear, and not to rush into this or indeed into anything, just because somebody says it is a good thing. So in nature study, child study, and so in everything. But one cannot have everything in his school system, if he does the children will be heavily burdened with half performed tasks, and will finish with half satisfied minds. Unless you thoroughly understand what is proposed by manual training, unless you can start it properly in at least one grade, by one teacher, and can look forward to having an expert director, you had best not open up the subject to all your teachers and have them guessing in order for you to boast that you are keeping up with the procession.

In other words, follow your own head, and not another's dictation, but be alert to get more light, in order to have a clear view of what is doing in the world. The best superintendent is he who wants to have what is best, who seeks incessantly to find out what is best, but who enterprises nothing in his course of study but what he understands and believes in. If you do not believe in it, do not do it.

In making then your course of study, it must be an expression of what you believe in, as evidenced by your reading, your observation, your reflection, and particularly as modified by the conditions that prevail in your school system. You may not have everything you believe in for lack of money, or the support of your board or people. You may have to wait, but whatever you do, put your head and heart in it—then it is yours.

Do not be Afraid to Experiment with the Course of Study. It will need fixing every year. It can be improved all the time, and like any good machine or device it needs to be studied constantly in order to devise improvements or prevent deteriora-

tion. I do not mean that text-books need to be changed every year—that would not be wise, but I mean that the precise point and method of applying the text-book, in what quantities and at what times, is a matter of constant experiment.

I would not advise you to subdivide your course of study, or lay out daily schedules too minutely. Leave something for your teachers to do. The superintendent who boasted that he could look at his watch and tell what each teacher in the fifth grade was doing at that hour, had reduced system to the deadly point. He had too much order in his system, and the teachers were oppressed by his regulations. I think that if the year's work is outlined, and if it be divided into two parts, each part being called a term's work, you have done enough, and then leave each teacher to her pace.

As I said before, do not be too strict about grade divisions in your course of study. The great thing is to go on. Everything should make way for the child, and if a class has completed the fifth year's work by March, and is able and willing to go on into the sixth year's work, let them go on. It is a crime to hold them back. This is disorder but it is good sense, and if the system gets mixed up by it, then mixing up is a good thing.

A Teacher's Manual. The course of study should be put before the teachers in a kind of diagram, so that by a glance they can see what studies follow and what are parallel companions. A diagram with the grades down one side, and the studies at the top and the intersecting squares containing the studies and the regulations shows at a glance the requirements. In addition the superintendent needs to issue a manual for the use of the teachers discussing the course of study in detail, with suggestions about methods, time of recitation, daily program, rules of order, etc. Not too

many things, but enough to keep your force all on the same road, headed in the same direction, though they may scatter along according to their pace. You can do a great help to your schools by making your manual inspiring and helpful, especially to the young teachers. They all want to know what to do, and the manual is a continual lecture, ready at hand, a word from you on all sorts of subjects, giving your ideas of how things should be. Do not oppress your teachers with too much method, or too much rule. Such regulations as that a teacher must stand to teach, must not ever look in the book, etc., are unnecessary and foolish. Be helpful, watchful, inspiring and stimulating, and the course of study will get smoother and smoother as it is worn by the many feet of its happy travelers.

TOPICS FOR A SUPERINTENDENT'S ROUND TABLE.

1. Some good supplementary reading.
2. How about Algebra in seventh and eighth grades?
3. How about Latin below the High School?
4. Manual for the Teachers.
5. Place and Method for Manual Training.
6. Out-door Studies in Geography, Civics, History.
7. How to raise a library.
8. Special literature in upper grades.

Lecture VI

THE SUPERINTENDENT AND THE PUPILS

The purpose of a school system is to educate the children of a community. The best system is that which reaches the greatest number of children and accomplishes the best work with them. The child is the object toward which all plans move. It is for his benefit that all schools are, on him rests the future welfare of the country and the race. Therefore, let us not lose sight of the child.

In the old system of education, and even to-day in the ungraded and rural schools, a great deal of attention is paid and can be paid to the individual child. Under the private school system, and in the ordinary public schools of the rural districts, there are no grades. Every child enters upon a course of study and takes it as fast as he can or as leisurely as he may. Therein lies one of the excellencies of country schools. But in the city schools it is necessarily different. Children come to the schools in battalions and are graded by years or months and all of one degree are put together in one grade and there they stay until a certain portion of the course of study has been satisfactorily gone over, then they are promoted. This is one of the almost unavoidable evils of the city schools.

Ideally speaking, education does not come by grades or degrees. These divisions are artificial and are born of convenience and necessity. Children should be allowed to take their

own pace in getting their development, mental and physical. If I should undertake to prescribe ideal conditions I should say that

1. Every child should be allowed all possible freedom to get his education as fast as is consistent with his mental and physical health.

2. Every indifferent child should be stimulated by proper incentives to assume the rate that is normal for one of his years.

3. Every teacher should have no more pupils to teach than she can manage by individuals, giving each one liberty to advance beyond his fellows and move beyond her jurisdiction.

But these are ideal conditions and require ideal teachers, ideal equipment and plenty of money. The best we can do is to approximate ideals and take into consideration our opportunities, our necessities, our limitations and our circumstances, and then do the best we can.

Flexible Grading. It seems to me quite certain that there are some reforms that are possible and that are needed in our city schools for the benefit of the pupils, and one of these is a more flexible grading. It is quite evident that children are not all of the same intellectual power, nor have the same opportunities of attendance, nor attention at home, nor degrees of health. Therefore, the year's interval between classes yokes together the bright and eager, and the dull and listless. This does both an injustice. We should provide for some to go on as fast as they can, and for others to take their time.

It is all right for a system of schools to be divided into eight grades below the high school, and for each grade to be under charge of a separate teacher, and to correspond to about a year's work. But to say that it shall correspond to a year's work, no

more and no less, is too harsh a treatment for many pupils. It grades the school by the calendar, and makes the course of study according to the months rather than to the pupils. We need to make the grades more flexible so that a pupil can be advanced into higher work whenever he is ready for it regardless of his slower or duller companions.

Annual promotions are too far apart, even semi-annual promotions are unnecessarily far apart. The bright ones become impatient to go on—to take longer, harder lessons—to advance into other territory. In other words, to be promoted; to study something else. This can be accomplished by a subdivision of each grade into sections, in the essential studies, each section corresponding to about eight or ten weeks' time, and at regular and short intervals, have a regrading or reclassifying of pupils.

This will necessitate such an arrangement and rearrangement of recitation and study schedules that any pupils who have completed the work of any section, can find a teacher ready to take up the beginning of the next higher section. Instead of each teacher beginning the course of study for her grade once a year, she begins it every eight or ten weeks, receiving pupils and passing them on to a higher section in her own room, and so on until they have passed all her sections and on into the next grade.

Suppose forty-five pupils enter the first grade in September, fifteen of these went to school the last two months of the previous year, fifteen are new, but bright, and fifteen are new but dull. There are three sections then, in September. Section No. 1 takes up the first reader, and studies the numbers, 6, 7, 8, 9 and 10, and by December having finished the first grade work, is passed into the second grade. In the meantime section 2 has moved up and now becomes section 3, or at least many of

them do. Some have been sick, some kept busy, some idle, but most of them are advanced and are now called section 3. Many of the dull ones have waked up and are ready for the work of section 2. So that the teacher can announce to the superintendent that she can start a new section No. 1 with any beginners who may be outside waiting to get in. So that the teacher in grade No. 1 has promoted one section to grade No. 2, has advanced two other sections to higher work in her own room and started again with a fresh lot of pupils.

In the meantime the teacher in grade No. 2 has done the same thing and passed one section on to grade No. 3 to make room for the new pupils from the grade below, and has begun her work for section 1 again. This goes on throughout every grade even to the high school, and gives every pupil a chance to make his own record. By this regrading a pupil can compass section work more rapidly than the regular rate prescribed, can go from section 1 to section 3, and in many ways has a chance for saving time. In a school system of eight grades or years a bright boy or girl may compass the course in six or seven years, while the plodders are at liberty to take their leisure.

In my own schools in Augusta we have been working out a plan that promises good results. Our plan is to section the work of each year into two or three parts, and to allow each teacher to take the brightest section of her classes as far as possible, regardless of the prescribed year's work of her grade. At the end of the year only is there a change of teachers, and children are regraded rather than promoted. A number of pupils may be advanced to another teacher or grade with half the work already done in the grade below. In which event the teacher will take up where the other teacher left off rather than begin where the catalogue prescribes. By this means a bright

section of pupils will ultimately gain one or maybe two years in the school curriculum.

Examination. For years the schools of the country have been oppressed with the nightmare of examinations. The finals, the semi-finals, the quarterlies, the monthlies, all to be written and rewritten, have been the source of more real agony and heart-ache, and cramming and cheating than any other one thing in our school system. Formerly final examinations were used as a test for promotion, in spite of every obvious reason why it was unfair, unreliable and unnecessary. But we all did it, and the innocents were slaughtered. Fortunately we are coming to our senses now, and there is not much more heard about the final examinations. We have come to look the fact in the face that education is progressive daily, and that there is no such thing as promotion exactly, any more than a child is promoted when he passes from being seven years of age and becomes eight years of age. He is growing all the time. There are transitions in his education from subject to subject, from division to division and from teacher to teacher, but these are not serious jumps or leaps, like great ditches which demand his strength to take or else he must go far back and take another start.

Written Tests. I believe in examinations, daily, weekly, at any time and at all time. But they are tests of what a child can do and what he knows, and are for the purpose of giving information to those who need it, and giving power of expression to the pupil. These written tests ought to be made at all times and the results laid aside for comparison. The tests for October should be kept to compare with the tests for November, and then with December, and the tests for May ought to show the best results of all.

Furthermore, those written tests should be done in the very best style. No scratch paper and pencil and any sort of writing, so it is correct, but pen and ink for those who know how, and uniform paper, and best style. There is education in record work. It is the time when we not only do our best but we put on our best appearance. There is stimulant in style. I have even found that elegance and accuracy are ready companions. It seems always a pity not to have a fine piece of work accurate in every detail.

Teacher's Judgment. There is no escape from the proposition that a teacher's judgment should be the tribunal that decides a pupil's fitness for passing beyond the jurisdiction of her grade into charge of another teacher. There may result some errors at times, for the personal equation is ever present in all things that humans do, but the likelihood of gross injustice is reduced when we trust the opinions of those who do the teaching rather than the chance product of written examination.

The Recitation. The public school system has its limitations, and one of these limitations is the almost impossibility of individualizing the instruction. The class is the necessary result of the grade and is one of the attendants of a public school system. We grade a school when we resolve it into classes, for recitation purposes. These classes save time in instruction by multiplying the teacher's power and time according to the number of pupils engaged. But a recitation has certain principles that a teacher should know and should enforce.

1. No greater number should be engaged in one recitation than the teacher can well handle, and care for. The younger the pupils the fewer should be taught at one time. In the kindergarten twelve is enough for one teacher to have.

In the primary grades fifteen at one time is quite enough. In the upper grades the number may be increased, until for some studies the entire grade may be at work at one time.

2. Class teaching and individual learning are consistent. A teacher is in error when she teaches the individual and allows the class to be inattentive. She should deliver instruction in such a way that each individual will be profited by what is told to all. A class should be handled as it were one. Every eye should be fixed. Every mind busy, and every edge cut. Devices should be adopted, methods employed that involve the entire class in the work.

3. A recitation should not continue any longer than attention can be healthily sustained. In the upper grades a recitation can safely continue longer than in the lower grades. When pupils are interested in the subject and manner of the recitation there is less strain, than when everything is dull. However, it is possible to sustain the attention too long by such exercises as oral arithmetic, and carry the brain forces to the point of exhaustion. I do not believe in too much exhilaration for class work. I think a reasonable amount of stimulant is well, but a child suffers who is allowed excessive nervous strain. It is the steady, hourly, daily, pull without strain that gradually settles into fixed habit of industry, and which counts in the long run. A mule that can walk fast and jog steadily will make more miles in a week than a quarter horse.

4. The real purpose of the recitation is instruction on the part of the teacher. A school divides itself into two parts, those who are reciting to the teacher, and those who are studying for themselves. Those who are reciting should be advancing into new territory, learning new things, having difficulties explained and new ways marked out. Pupils should go forward with

their teacher and review at home. Recitation work is initiative, advancing, explanatory. Parents say, and justly so, that children learn at home and recite at school, and that the parents are the real teachers. This arises from the fact that some teachers have the habit of saying to a class "take the next case" or "the next lesson," without any thought or explanation of its contents or difficulties. It would be better for the child to approach a new case first in the class, have the teacher explain all about the new case, and how the examples are worked, then if home work is to be done, it can be and should be in the nature of a review and does not demand the explanatory powers of the whole family. Children miss a great deal when they are denied the help of a good teacher who sees in the hour for recitation an opportunity for doing more than finding out how well a child has studied at home.

Home Work. So far as home work for pupils is concerned the less there is of that the better. Five hours a day of real intellectual work at school is enough for a growing boy or girl, this side of a high school, and even in the high school not more than an hour at home should be required. It grieves me to know that some children spend the blessed hours of the afternoon poring over the lesson, when they should be romping at their play. If we would keep the health of the pupils we must allow for an abundance of movement, of out doors, of open air exercise. "What shall it profit a man if he gain the world of knowledge and lose his own health?"

Besides, it is well for the discipline of a school that pupils study in school. They have something to do, and are kept out of mischief. School is the place and time for mental occupation, and if a boy is busy for four or five hours a day learning things, he has spent enough time at that. He needs the rest of

daylight to forget things. All physicians are telling us to care for the health of the pupils, not to crowd or overstrain their brains, nor confine them to the rooms, nor restrict their play. This advice is good. Health is first. Better to know less and be well in body, than be a dyspeptic savant. Therefore, it is well to avoid much keeping in at recess, or after school, and to dismiss the lower grades earlier in the day than the upper grades. Generally speaking, few pupils are benefited by being kept in for not knowing their lessons. Under the plan of recitation I have advocated above the terrors of keeping in for missed lessons will be done away with, for there can be no missed lesson when every recitation is distinctly an advance into new and unexplained fields.

Occupation. Occupation is a great aid to discipline in a school. When the mind is occupied the hands and feet are out of mischief. The danger hours are the leisure hours. The idle brain is the tempter's opportunity. The reason that new teachers fail in discipline is because they cannot keep the school occupied in work or thoughtful in study.

Discipline. By discipline is meant that orderly arrangement in a school which affords every child the greatest degree of bodily comfort and mental freedom. A school room is in order when it is at work, and disorder is oftentimes more apparent than real. A teacher should allow for necessary noise, moving about, and the hum of industry. Let it not make her nervous. It is the sign that things are moving. At best our desks are very uncomfortable things, and children are not to blame for finding them hard and impossible to enjoy for hours at a time. Therefore, for the sake of discipline, have an abundance of rest, of movement, of change, and just as much liberty as you can without degenerating into positive license.

The Bad Boy. However, there are still in the world boys and even girls that vex a teacher's spirit. They are of many sorts, the nervous boy, the mischievous boy, the mean boy, the bad boy, the stupid boy, the lazy boy, etc., etc. For all such the public schools are made, and it is for the imps that salvation is designed. There are bad boys I know in every school. It cannot be helped. Yet how earnest our efforts should be to save that bad boy. He may not be bad after all, but only misunderstood. He is surely worth all of our effort.

Resistance. Much has been said from time to time about the debasing influences of public schools, because all sorts of boys and girls attend, that bad and good are mixed up together, and the old adage of a bad apple in a barrel is constantly before us. But the adage does not apply, for good apples have no powers of resistance and boys have. A bad apple cannot be made good, and a bad boy can. Of course, there are bad boys in school as there are bad men in life, and if we keep our boys away from bad influences what powers will they ever have to resist temptation when it comes in their way? The best plan is not to keep the boys away from evil hoping thereby to keep them good, but rather to have them resist the evil influences and thereby make them strong. Education consists in power, power to do, and power not to do; power to persist and power to resist. I am not grieved when my boy hears bad language, but I am grieved when he is tempted to use it. A school is life and the element of evil is an important one for the education of those who would know how to withstand it. Thereby the bad boy has his uses. He may become too bad, I admit, and should be dispensed with, but ordinarily let no parent fret because there are bad boys in the world. They have their uses as object lessons of evil.

Mischievous Boy. I think it is time to defend the mischievous boy. Teachers consider him a nuisance because he is so noisy, and must forever be kept down. He is eternally at something, always alert, with a smart answer ready and finishes his tasks in plenty of time to get into mischief. He is generally a leader, and is generous and noble-minded. But he is a nuisance and we are glad when he is not at school, things are so peaceful. But let us consider that mischievous boys have made the world what it is. The boy who is hard to keep down in school, will be hard to keep down in the world. The boy who asks hard questions in school, will give hard questions to his fellow-men. The boy that leads his companions in their sports will continue to lead them in their pursuits. The shrinking, timid, quiet boy may be a great pleasure to the teacher but the world needs qualities different. And school is not merely a preparation for life, it is life: the very beginning of the great struggle and the great triumph.

I shall not close this talk without having you consider that part of our instruction that is often disregarded, or is passed over too lightly. I refer to the instruction in morals and manners.

The Bible. I believe the Bible should be taught in our schools. It represents the foundation of our laws, our civilization and our religions. Whatever the modern world is, it owes to the Christian religion. And this without reference to creeds or doctrines or denominations. There is enough platform in the Bible, common to all people, for us all to stand on without one saying to another "you do not belong here." Every day should be begun by reading the Bible, short, impressive and with little or no comment, certainly none of a doctrinal sort. A prayer, a song, a few words, and the day is well begun.

For years the public school children of Augusta have given thousands of packages of clothing and groceries to the poor on Thanksgiving Day, and Christmas, and better than mere bringing them to school, they have distributed them among the homes of the poor themselves. What a splendid lesson in help to the needy.

Similarly about the manners of the pupils. The time spent in insisting upon politeness, thoughtfulness, carefulness, neatness, and all those qualities that betray an inward culture is time better spent than in scolding and in keeping in. After all, a man is known by his habits, and we get our habits when we are young, and are in school, and they have but little to do with what we know. What we learn out of our books is one thing, what habits we acquire is another, and good habits are better than much learning. Ruskin says that "education does not consist in teaching men to know what they otherwise would not know but rather in teaching them to behave as they would not otherwise behave."

What our pupils get from the teacher is attitude. The superintendent should see that this attitude toward life is the correct one and that the faces are turned toward the light.

TOPICS FOR A SUPERINTENDENT'S ROUND TABLE.

1. Flexible Grading—Where can time be best saved?
2. Fire drill—philosophy of panic—danger from rush.
3. Home study—how, how much, etc.
4. The evils of "keeping in."
5. Can corporal punishment be abolished, and how?
6. Sending pupils to the superintendent for correction.
7. How can the superintendent save time in enrolling pupils?
8. Compulsory vaccination—Board of Health Rules.

Lecture VII

THE SUPERINTENDENT AND THE SCHOOL PRINCIPAL

The office of principal or head master is one of the inventions of the modern school system. We may say that it is an invention that has grown out of necessity. The functions of a principal are very like those of a superintendent in a restricted way. When properly organized, the principals can be of great service in carrying out the plan of close and expert supervision.

Every large school, say of 200 or more pupils, should have a principal. This principal is more than the teacher of the highest grade in the building. He is the head of the building and in charge of all of it. He ranks next to the superintendent, receives orders from him, and carries out his plans in the detail workings of the building.

Male Principals Preferred. We may as well discuss here the undecided question of whether a man or a woman should be at the head of a building. I cheerfully acknowledge that I have visited many buildings in charge of women, where the work was all that could be desired. Also I have visited some other buildings of which men were in charge where the work was abominable. In these instances I find the fact that there are many women in the world with all the vigor and strength necessary for almost any position. Also that there are many men in the world not fit for anything.

However, I may as well bravely say, that taking into consid-

eration that the question is between a good man and a good woman, that it is best to put a good man at the head of a large school. Let me recount the arguments:

1. All children need the father side of their education developed as well as the mother side. The contact with the gentlewomen in the lower grades gives that grace and refinement that only good women can transmit by their influence. The contact with a man in the upper grades gives that strength and manliness that only a good man can transmit. It needs both man and woman to shape the character of the coming generation.

2. There are facts in the instruction of boys that only a man can dare to teach, and he must needs be a very wise man to do this. It is quite certain that no woman can do it, and that parents are neglectful of it. This instruction should come to boys before they reach the high school grade.

3. There are times in the discipline of boys that the facts cannot bear the investigation of a woman, and a man's presence is needed to deal wisely and firmly with a full knowledge of all that happened. So far as the girls are concerned there are always plenty of good women in the building who will undertake this delicate instruction and discipline. Both sexes are provided for when there is a man at the head and a corps of good women to assist him.

4. In large emergencies, such as conflicts with parents, or rebellious pupils, or in cases of fire or panic, the stronger nerve of the man is more likely to control the school affairs to the best purpose. In the larger enterprises, such as community work in investigating parental conditions, or providing entertainment or instruction for the adult population of the school

neighborhood, the greater freedom of man's life brings greater opportunity for good work.

I do not say that women do not make good principals. I submit that men should make better principals. There are too many facts to the contrary. I merely argue that all things being equal, a man's nature and a man's freedom brings larger opportunity and a surer result than is possible for women, on account of the necessary limitations of sex. In the organizing of a large system of schools, the men should be put at the head of the large school buildings, and all their assistants should be women.

Every principal should be the supervising officer of his building. The amount of actual teaching he should do depends on the size of the building and the demands of his supervisory work. He may find that one hour a day will be sufficient, or two hours, but it is easily conceivable that in a school of 400 or 500 children, with ten to twelve teachers, he may have little or no time for actual teaching.

Therefore, the principals should have no regularly assigned grade of pupils to sit in his room. Pupils should come to him from other grades to recite, or to be reviewed and tested, or to hear lectures, or stand examinations. He cannot supervise closely and teach a whole grade, unless he has but four or five teachers, who need but little help from him. According to the plan of supervising principals, the first hour or more is needed for general inspection, attending cases of tardiness and disorder. He may then have regularly assigned classes to come to him for instruction. Certainly after recess hour he needs to visit his weak grades, or have them sent to his room for special work. By this means he knows what is going on everywhere and anywhere in his building.

Relation to the Superintendent. As we have just remarked, the principal stands next in rank to the superintendent. He is the officer in command of that section or division of the force, and is to be held responsible for whatever goes on under his jurisdiction. This being true the superintendent acts upon the building through the principal and not directly. If he has any orders to send out they are handed down to the principal. If he sees anything out of order, he calls the attention of the principal to it. This repose and center of authority has a strengthening effect upon the system, because it divides the responsibility and labors, arouses a pride and interest in the entire building, and brings all the work under a close supervision.

The principals then form the council or cabinet of the superintendent, and are entitled to his fullest confidence. With them he can discuss all his plans and measures for the improvement of the schools, and can correct his own judgment by having the opinions of those in daily contact with the conditions. To this end the principals should have a regular association and a weekly meeting with the superintendent for conference and reports and discussions. These meetings should be without prepared program, should be informal and easy, and all the talk should be about the work. Everything said should be in the strictest confidence because the utmost candor is necessary in order to effect the needed reforms. This then is the cabinet meeting and it discusses the gravest issues of the administration. Some of its effects are:

1. To dignify the office of the principal, and to strengthen the immediate head of each building. It is an office much neglected and much imposed upon. It needs more dignity and more attention. It can be made the means of perfect supervision if the superintendents will treat it properly.

2. To enlarge the views of each principal by comparing work with the others. He avoids ruts and routine, he gets new ideas and plans, he compares methods of management, finds out where he is weak and how others have avoided his troubles or met his difficulties. He gets good advice for special cases brought up for consideration, and is sustained or corrected by the opinions of those at the same work as himself.

3. It simplifies the labor of the superintendent in that it brings before him for conference those whom he needs most to instruct and inspire, and through whom he can enthuse the whole body of teachers. Instead of having but one devoted laborer for the schools he has many, for the principals feel that the superintendent's cause is their cause, and that they form a part of the machinery that is lifting the schools to higher planes.

4. It does away with much jealousy or rivalry among the teachers of the various schools of a school system. It avoids those envies that make the life of a superintendent unhappy and retard his movements. It creates a better sentiment toward the superintendent himself and prevents that unfortunate condition of antagonism, that often makes the principals and teachers inert, if not actively against any proposed plan for improvement. His plans become "our plans," and we must stand by our own. No more running to board members to talk about the orders, no more objections or obstacles. They are "our plans" and we will try to carry them out. The superintendent is "our leader" and not our master, and we are his enthusiastic followers. It is a happy condition for the schools when the teachers say, "we are trying to do so and so" instead of "the superintendent has ordered us to do so and so."

5. Finally a principal's association can institute uniform test work for all the buildings, can compare these results and make averages. By these means a principal can see where he stands in relation to other buildings, can compare his teachers' work and can give the superintendent an easy means of test work for the entire system.

The principal keeps all the records and makes all the reports for his buildings. He is the center of the statistical part of his section, and is responsible for all information of all sorts that should be kept, information regarding total attendance, cases of absence or tardiness, averages and percentages, of increase or decrease. He keeps the alphabetical list of all pupils in his buildings, with their records of percentage, residence, home conditions, their entrance, promotion, detention, transference to another building, or withdrawal from school. So that the superintendent can call him up over the telephone at his office in the building and inquire about any pupil, and in five minutes all the facts come back in detail. That is system.

Lastly, the superintendent pays the accounts of each building through the principal. At the regular pay day the consolidated amount due to the teachers and help about each building is turned over to the principal, who receipts for the whole amount. He then distributes it to the individuals who receipt to him. This makes the principal the paymaster for his building, thereby lightening the duties of the treasurer, or the superintendent, or whoever has the finances of the schools in keeping.

Relation to the Teachers. The principal is the immediate supervising officer of the teachers, and they are directly responsible to him for direction and advice, and are entitled to

all the assistance they need in the discharge of their duties. The teachers should early learn their dependence upon the strength and vigor of their principal, and should have confidence in his ability to direct them, in his willingness to help them, in his justice and impartiality toward them, and in his strength to defend them.

Therefore they obey his orders promptly and with cheerfulness. They may advise with him regarding what is best, but when an order is handed down it goes without comment and without hesitation. Prompt and implicit obedience is one of the necessities of any organization—an obedience that is cheerful and loyal and co-operative; that does its best and keeps its counsel. The responsibility rests with those who give the order, the duty of subordinates is to carry it out. There are two virtues I love in a teacher—one is loyalty, that makes her carry out an order and never say a word, that makes her defend the schools or hold her peace. And the other is effort—that commits her to an eternal persistence to do what is set before her to do, and this very persistence is almost a guarantee of success.

The principal should know the detail work in every grade of his building. He should be able to advise with the first grade teachers about phonics and the eighth grade teachers about physics. He should know something of knife work in wood for the boys and sewing for the girls. He ought to answer the fourth grade teachers when they want to know about making relief maps, or where to go to study the geology of their neighborhood. In fact, the principal needs to be an all around teacher, disciplinarian, and man of affairs. His supervision of the work should not conflict with the outlines of the superintendent, but should rather be in the nature of carrying out pre-

arranged plans. He should know the superintendent's outlines and ideas, and his work in the grades will be in furtherance of the general scheme of instruction and management.

It is the principal's duty to see that the teachers of the building are supplied with all necessary materials and supplies. They look to him rather than to the superintendent for those things. He stands between them and the superintendent in all matters as far as he can, and should have a supply department for the teachers of his building.

Likewise should they send to him all cases of complaints from outside in which parents are concerned. He is the man that stands between the teacher and the outside world. The patrons appeal to the principals if they are not satisfied and the principal makes it right with the teacher. When parents are incensed against individual teachers for supposed grievances, it is always for the principal and superintendent to intervene and have the wrath drawn off a little before the actual parties face each other. While I believe it is well at all times to bring the parents and the teachers face to face in case of controversy and have them talk it over, yet if the principal is present, and has previously heard both sides, generally grievances will prove to be fancied, and quarrels will be averted. We may say here that it is the duty of a principal to stand by his teachers, and to let them know he can be relied on. The parents cannot bulldoze, nor bully nor browbeat him. He is there to stand up for his teachers, and to protect them. Even when they are wrong he must be relied on to see that they are not insulted or abused. He, himself, will treat them with perfect gentility, perfect impartiality, a degree of cordiality that never approaches familiarity, will preserve a dignity that requires his subordinates to be formal, without being afraid, and will

never indulge in words or manners that offend his teachers by the rudeness, or roughness, or injustice, or haste, or condescend to such flippancy or flattery as may lower their high regard for his dignity and worth. A principal had best err on the side of too much formality rather than too much familiarity in dealing with his teachers.

Relation to the Pupils. The principal is in general charge of the entire school. All offences against individual rooms come under the jurisdiction of the grade teacher.

Tardiness or absence is an offence against the entire school, and as such belongs to the principal. There is a deterring effect in knowing that the principals must be faced when children loiter or are detained at home. His very presence is more stimulating to punctuality than the severest measures of their daily teacher. The opening part of every day's session should be devoted by him to those cases that are necessarily absent or tardy, and each one dealt with according to its value.

You will pardon me for referring to the question of excuses. Every child who is tardy or absent should be required to explain the fact to the principal in writing by a note from the parents. A printed form for that purpose will save time by explaining to the parents the necessity for it. The form should contain the law and the reason for it and a space for the written excuse. If a child is absent or tardy and comes with no excuse from his parents he should be given a blank form and required to bring it filled out the next day, under penalty of being sent home for it.

As to what constitutes an excuse. I venture to plead for the simplicity of receiving any request, with or without reason assigned as sufficient explanation of the child's delinquency.

It has always seemed to me a sort of impertinence on the part of teachers to demand of parents the reason why their children are detained from school. We have nothing to do with the reason, and there is no jurisdiction over the home life of the child that compels his attendance daily, or obliges him to explain.

It saves time and trouble to abide by the simple device of a written statement from the parent explaining that the child's absence from school was due to his parents detaining him at home. The purpose of the written note is to inform the teacher that the absence was not caused by truancy, and that the child was not to blame.

This naturally leads us to consider the question of punishment. Theoretically speaking, in ideal communities everybody would be good and there would be no punishment. In ideal schools every child is good and there would be no punishments. In this world of sin the divine law has provided that those who err must suffer. So must it be with schools—more's the pity. Until we have ideal children to teach there can be no government without a penal side. It is so with men because it is in human nature. However, let us be wise about it. Let the principal see that his building is not governed by fear, but by love of the work. Let the rod be on hand, but out of sight. Let the teacher be slow to punish as she should be slow to wrath, and let the punishment be private if possible. It is a sad crisis in a school when a child has to be whipped. It is a condition when the teacher who is physically able and has the authority deliberately decides that bodily pain is the only remedy for the trouble at hand.

Therefore let the principal keep up closely with the cases of corporal punishment, and never allow them to occur except

when necessary to quell insurrection or subordination, or to decide the pupil's own appeal to arms.

Young teachers rush to arms. The children are enemies, they must be repelled, and put down. Tyros are always looking for trouble and they generally find it. It is a confession of incapacity and weakness. Those who punish the most accomplish the least. The rod is a poor disciplinarian, and force has never yet developed a good man out of a mean boy. Suspension should be the rare event of once in many years, for as there are some men whom society puts out of the way by execution, so there are some sad instances of bad boys who were spoiled before the school had a chance to save them and whom the school is better without.

Relation to Yards and Buildings. The principal has charge of the buildings and grounds. He is the custodian of the school property, and is responsible for everything that may occur to it. The superintendent has an opportunity to simplify his own work by directing that certain repairs or improvements be made and designating the way in which they shall be done, and then turning the supervision of the work over to the principal. In general the work will be done better and cheaper because the principal will have a pride in the result. This is but another way of relieving the superintendent of that detail which is so harassing to a man whose business it is to think largely and plan broadly.

The principal should employ and dismiss the janitors. They are his workmen and responsible to him, subject to his employment and dismissal. These janitors should be required not only to keep the building clean and in order, but should attend to the wants of the teachers. To do this he should wear

a white coat and put on style. If there is one thing that is out of harmony, it is to see a fine school house attended by a coatless janitor, whose personal appearance is an indication of the carelessness of his work. Every school building should be provided with a front door bell, and an electric system of call bells, and the janitor should answer with the dispatch and manners of the service of a hotel. It is a good object lesson in house keeping that will not be lost on teachers and pupils.

The principal has charge of the play grounds and his presence is advisable at the recess. He is needed to prevent the exuberant pupils from overflowing in their sport and running over the weak and helpless. He can guide the games and be umpire of disputes. It is a great field for principal's thought—this of children's games. How often he knows that certain sports are too rough but he cannot think of anything better. A good principal knows what to play and how to play it, and can start all sorts of games that boys like. His assistants can be with the girls and perform similar service. Also we might remark that the principal needs the recess as well as the pupils, that he and all his teachers need a lunch and exercise and fresh air and relief of mind for the thirty minutes that come in the middle of the day, while the windows are up and the school rooms are blown out. I wonder how long it will be before we get to the proposition that no child need be deprived of his play for missing his lesson, and that recess in full and certainly in part is the inalienable right of every boy and girl and every teacher in a whole school system?

You will pardon me for the deplorable condition which makes it necessary to urge upon all officers the close inspection of the toilet rooms of boys, and even of girls. There is

always an evil minded and foul minded quantity in our public schools. These are to be expected and are to be dealt with. They are contaminating and debasing and the seclusion of the toilet rooms is the favored opportunity for display of vulgarity. I know of nothing more menacing for pure minded children than this utterly dreadful thing of vulgarity on the walls of the outhouses of public schools. Every day should the principal or his assistants inspect the premises, and require the janitor to obliterate by water or whitewash all vulgar writing and obscene pictures. Break this thing up as quickly as possible. The closest care should be given to the length of time children are under such influences, and remembering always the value of the remark of some wise man who confessed that he went to school to a teacher but had his education from his companions.

Finally a parting bit of advice to principals. Avoid the dress and style of a teacher. Do not let your assistants or the children call you "professor." Be a man of affairs, with the dress and style of a business man of the world, whom business men respect. Why should a teacher be eternally draped in black, with a long coat and long hair, pale face and sober mien, afraid to act like folks and everybody saluting him with the apologetic title of "professor." Be very neat and clean in your dress and personal appearance. Shave every morning and be scrupulous about your linen, shoes and other evidences of personal cleanliness. Dress does not necessarily make but it generally marks the gentleman. The assistant teachers deserve the tribute of gentlemanly attire and manners that should always be accorded to ladies. Be like the rest of the self-respecting, progressive world; go to its business meetings, its political meetings, indulge in its sports and partake of its pleasure. Be a part of

your people, illustrating in your life and manners a high type of a man of affairs, whom all the boys can afford to be like.

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. Comparative value of male and female principals.
2. How much and what teaching should a principal do?
3. What work can a superintendent turn over to the principal?
4. Value of a principals' association.
5. The principal's part in discipline.
6. The principal and the play-ground.
7. The principal and the building.

Lecture VIII

THE SUPERINTENDENT AND THE SCHOOL BUILDINGS

Ordinarily the public school building is the center of community interest. This is particularly true of villages and small towns where there is but one school building for all pupils or one grammar and high school building in the center for the larger pupils and one or more primary schools for the smaller ones. Such being the case the public school square and building should be the very best that the town can afford, a pride and ornament to the city. You should always urge and insist that the Board and Council build as fine a school as possible, way beyond what they think they can afford. If they say a ten thousand dollar building should do, you must figure on a twenty thousand dollar building, for once up and the community likes it, there will be nothing in the building to be ashamed of or regret. If you build just any sort of a house, you hardly finish it before you are dissatisfied with it, and there it is stuck on the community for fifty years, and everybody sorry you did not do better while you had a chance. It is better to wait a year or two until you get the right thing, rather than take anything for the present. The best is none too good. I remember in my own experience that the board once decided to build a \$7,000 wooden school house in one of our wards. I begged them to wait a year and see if they could not accumulate a larger fund.

They waited three years and appropriated \$15,000 for a brick building of eight rooms. I showed them that eight rooms was not enough, and they finally ended by building at a cost of \$30,000 a twelve-room building and now nobody regrets it. In fact, there are some who say \$5,000 more would have done so and so. The public never regrets paying for a good thing of which it is proud, and it does not want a poor thing at any price. Therefore, build for the future, and strain every point, go in debt and do all sorts of ways, to cajole the board or people to spread themselves when it comes to an affair that is to last fifty years or more.

The location of a school house is almost as important as the house itself. Many a good house is spoiled by crowding on a small lot, or crouching on a low lot, or forgotten by hiding on a back lot, or made unsightly by standing on a barren, neglected lot. A good picture needs a good frame. A good house needs to be well set, on a large lot, high up, with terraces, trees, ornamental shrubs, etc. Then when people pass by they will say "That is a beautiful building. What a fine location, and how well kept everything looks!" Of course, there should be ample space for playgrounds in front and in the rear, but the ornamental part of the school grounds should not be forgotten.

The size of the school building will depend altogether upon circumstances. It should provide for the development of the village or ward, and should look far into the future needs. It is hardly too much to say that a building should be twice as large as the present seems to demand, for who can tell what the conditions will be twenty-five years ahead? I generally advocate a twelve-room building with an assembly hall. There should be an office for the principal, and another room for the teachers, which can also be the library and the reception room. By all means have an architect draw the plans and supervise

the construction of the building. He has an educated eye for taste and beauty and is trained to see that good, honest work is done. It is poor economy for any superintendent to be his own architect. The building is certain to be ill-proportioned and unsightly. The exterior should be as pleasing as possible. Simple lines, not much ornament, but in good proportion, giving an idea of harmony, durability, simplicity and service. Avoid towers, steeples, belfries, perishable ornament in terra cotta and tin and adhere to that severe but classic taste that has illustrated that harmony of design is better than cheap and fading ornament.

Assembly Halls. Every school house should have an Assembly Hall. It is the meeting place for all the pupils in the morning devotions where impressive exercises are held and they get the idea of the size and dignity of their school. It is the dipping together in the general dish before each one goes to his work. These opening exercises should be short, but impressive. Perfect order should prevail, a few verses from the Bible read, the Lord's Prayer in concert, all standing, then a song, first a sacred song, then a school song, then a short one-minute talk from the principal, a few announcements; and the pupils file out in perfect order, each to his own room. The time thus occupied is, of course, taken from books, but there are other and better lessons than those we find between the pages.

Every school should have a piano, and a good one. It is one of the necessary adjuncts to a school, as is the library, or the heating apparatus. There are hundreds of children who will never hear any music except what they hear at school, and I have seen many stand with open mouth around the piano and beg for more because their souls had never been fed with harmony. A piano is a good thing and it should be kept going.

Not merely to march in and out by, but to play on for the children to hear bright, inspiring music of the better sort but not necessarily of the classical sort. The best rainy day recreation I know of is for the children to go into the Assembly Hall and listen to the piano for ten minutes. They love it and should be allowed to enjoy it. Of course, some one or more of the teachers must do the playing. You will have to keep a musician in your corps of teachers and she must play for the love of it.

The Assembly Hall, which has a good stage, with lights overhead, comfortable seats, and is generally properly equipped, can be used for the following purposes, besides the daily opening:

1. Lectures or Talks to the pupils by citizens or by some celebrity who happens to be passing. A school lyceum course is among the possibilities. These lectures should not occur too often, say once a month. They should not be too long—say thirty minutes. They should not be dull, but on bright, interesting topics. It is not everybody that has the gift of talking to children, and the talkers must be selected with care and their topics assigned them according to what they know. I recall some lectures and topics in a school lyceum course as follows: "A Visit to the Mammoth Cave." "The Life of a Cow Boy." "All About Guns." "The Everglades of Florida." "How a Newspaper is Gotten Out." "The Care of the Eyes." "What We Should Eat." These lectures were delivered once a month, by people who had been there, worked in the trade and were able to tell about it, and they were very interesting and profitable. They were asked to talk thirty minutes about that particular subject to the children.

2. Stereopticon Shows for Children. A stereopticon is a luxury, I admit, but it is a very helpful and enjoyable means of teaching. If the school owns the stereopticon the slides can be rented. In fact, the slides and the lecture can both be rented, on all sorts of subjects, historical, geographical, scientific, animal life, plant life, travels, etc., etc. Nothing is more entertaining to children than pictures and a stereopticon that costs \$75 is an unfailing source of interest and profit. For a light you can use oil, electricity, acetylene or oxy-hydrogen if you care to go to that expense. Any of the school supply companies will get you the instrument, or you can look up the addresses of any dealer of optical instruments, or ask any jeweler to give you the names.

3. Concerts. Then there are concerts, musicales, entertainments of all sorts for the benefit of the pupils and their parents. People like to see their children dressed up and "saying a piece" on the stage. They do not object to spending several dollars for a dress and some ribbons and paying 25 cents to come in, where they will flatly refuse to buy a 50-cent grammar. So foolish are we regarding the way we will spend our money. It is well to interest the people in the school. It becomes the center of their life and entertainment and a live principal organizes for the education and improvement of the people of his community.

4. Benefit Shows, for the purpose of raising money for the library, to buy a piano, or a stereopticon, or pictures for decoration, or whatever the school most needs. About twice a year you can afford to give a pay show, and charge 25 cents for grown people and 15 cents for children. The purpose should be stated plainly and the results announced, and the expenditures accounted for in the books, or pictures, or whatever is

bought with the proceeds. I know several schools that have bought pianos, and furnished themselves throughout with pictures by giving a series of cheap shows, or ice cream festivals, or oyster suppers, in which everybody joined for the good of the cause.

Whether the Assembly Hall should be used by the public generally for dances, outside entertainments, political meetings, religious services and things of that nature remains an open question and depends upon local conditions. In large cities where there are other halls to be had for the hiring, and the chances of abusing the school house are great, I should promptly say no. The school hall is for school purposes only, and for enterprises undertaken and directed by the school authorities. In villages where there are no public halls, and the school house is built for that purpose, and the traditions of the town run that way, one cannot very well escape a general use of the school hall for all sorts of purposes, though I deplore the fact, for it cheapens and abuses the hall, makes it dirty and common, and vexes the principal who feels responsible for whatever happens.

School Rooms. Upon no part of the school house should more thought be given than to the school room where the pupils stay most of the time. After all the school room is the thing, and everybody makes way for that. You may as well get a school room big enough. If the roll is to be fifty pupils, and that seems to be the general average, a room 25x35 is none too large, although 25x30 is considered normal. The ceiling should be thirteen feet high, and the windows so placed as to come very near the ceiling for the sake of ventilation in warm weather when the sash is down from the top. Rooms may be lighted from two sides, the rear and the left of the pupils as

they sit. Light from the left side only if abundant is probably best. In case of top-story rooms, where windows are located badly, a skylight is an admirable substitute. In fact, overhead light is even better than side lights, and I cordially commend the skylight for those who wish more illumination and that from a high source.

Light should be abundant, but not glaring. Therefore, ample space should be provided for light on dark days, but it needs to be tempered on very bright days by shades, or blinds, or some device that softens and controls the light. Generally a translucent shade of olive or cream color is sufficient to control the light, and give that soft tone to a school that indicates coolness and quiet. I dislike a glaring, eye-hurting school room. It makes one squint, feel hot and irritated. Enough light, well diffused, softened by shades makes one feel pleasant. Strong light is analogous to loud tones. One wants quiet in color and sound.

There are all sorts of ways of heating and ventilating a school room. Indirect steam heating is best and most expensive. I suppose no one nowadays wants to put stoves in a new school house, but I can understand why it must be done in some cases. My objection to hot water is that careless janitors will leave the pipes full of hot water and let the fires die out and a freeze will come and break everything. My objection to hot air gravity furnaces is that they will not work in some exposed rooms on windy days on account of the air pressure occasioned by the draught. The best system of heating and ventilating is none too good for a modern school. By all means have a care for abundance of pure and tempered air. Children cannot work or thrive in a vitiated atmosphere.

Individual desks are the only proper seats for a school room.

They should be arranged to place the light behind and to the left of the pupil. An aisle of thirty inches should be left around the room and aisles of eighteen inches will suffice between the rows. The desks should be adjustable in height, or else there should be three sizes in each room, one row for the undersized pupils, a number of rows for the normal sized pupils, and a row for the over sized pupils. Sometimes an entire row is not necessary, but in all cases pupils should be inspected and none allowed to swing the feet or bend over in a cramped position. The desks should not face an open light. It is too trying on the eyes. They should face a good blackboard length, over which are placed pictures, a calendar and some other room decorations. The blackboards should certainly be made of slate which will cost about 20 cents per square foot put up. The board should be from two feet to three feet from the floor, according to the grade of the pupils and their size. The board need not be more than three and one-half feet wide, and should have grooved chalk rack at the base. These boards should run about fifty linear feet in every room so that about twenty pupils could be put to the board at one time. They should be washed regularly and sometimes scoured with a brush. If after the lapse of eight or ten years they become gray with chalk dust, a fine emery paper rubbed over them will restore the surface and remove all the chalk from the grain.

There should be no platform in a school room. What is the use of those tall perches, that isolate the teacher; those stairs up and down which the teacher ceaselessly climbs? Let everything be on a level, space is saved, effort is saved, expense is saved. There should be two chairs, one for the teacher, one for the visitor. I never like to stand, nor to sit on a desk, nor take the teacher's chair. I prefer the comfort of a visitor's chair when I enter a school room. Every teacher is entitled to such

articles of comfort as a rug under her feet, a rack for her books, a basket for waste paper, a good size lock cabinet to store the school material. She does not need a bell, in spite of her protests to the contrary; a bell is out of place in a school room, and is overworked by the nervous teacher and disregarded by the pupils. The best bell is the teacher's voice. She should have the custody of such articles of school use as pens, paper, pencils, drawing material, copy books, supplementary reading matter, and examination or test blanks. The need of a good cabinet to keep these in safely has already been mentioned. The pens, pencils, etc., should be marked and numbered so that each child should have his own. The unavoidable habit of biting pencils makes it dangerous for them to be used promiscuously. Matting for the floors is not to be advised for sanitary purposes.

The color of the walls is worth careful consideration and should be determined by their exposure. North rooms should have a warmer tint than south rooms. Blue should never be used. The ceilings should always be wood, painted cream or white. A good color for doors, wainscot, and window frames is grained oak. A good color for walls is light green, grey or cream. A good color for window shades is olive or cream. We want harmony in color, with softness and gentle tones that soothe without depressing.

School Room Decoration. It may be safely said that a teacher is known by the room she keeps. A disorderly looking house is generally a disorderly house. A neglected looking school room generally indicates a neglected or at least an insufficiently taught class. A school room should be a place of beauty, pleasing to the eye, attractive to the taste, clean, well-kept, showing pride on the part of the teacher, and interest on

the part of the pupils. Pictures should be suspended on wire that is hung by hooks to a picture molding. This avoids nails in the wall, which are always disfiguring. Pictures should be of the better sort, some in color if possible, and all of them of good subjects that cultivate the taste of children. Hoffman's "Christ Among the Doctors," Millet's "Feeding the Birds," Bonheur's "Horse Fair," Holmes' "Can't You Talk?" then a few bright calendars, one or two simple pictures of landscapes or animals, possibly a cast of Barye's Lion (50 cents), a portrait of one or two of our national heroes, and you have enough pictures. I would not advise you to crowd the walls with any sort of print you can find. A few pictures, well chosen, well spaced, properly hung, kept level and clean, gives a neater appearance than a miscellaneous mass crowded in, advertising cards of cigarettes, cheroots, beer, patent medicines and the like. No matter how attractive the accompanying picture, I should at least obliterate the advertisement features. A few mottoes well made are not amiss, though personally I am not much in favor of an eternal precept before my eye. I finally revolt at its eternal sermon, as I do at a story with an appended moral. But perhaps this is personal and mottoes may be all right for those who like such things.

Nothing is more decorative and easier to have than growing plants in a school room, vines, flowers, palms, ferns. Every window should have an inside ledge or shelf upon which flower pots or window boxes are placed and in which ferns are growing. Upon the teacher's desk should be a vase of flowers, or a pot plant. The pupils should be encouraged to bring cut flowers to school for the room decoration. Every yard has flowers, and the woods are full of them, beginning with the golden rod, the autumn leaves, and ending with the wild violets and azaleas, honeysuckle and jessamine. Anything will do to put them in,

though of course regular vases are preferred if you can afford to get them. To stimulate an interest in growing things you might encourage the pupils to plant seeds in a large box, such as nasturtium, and watch the growth, and care for the flowers.

A school room should have a supply of necessary maps, charts, globes, diagrams and devices of that sort that belong to the studies the grade is pursuing. Geography cannot be taught without a globe, and maps of some sort. The teachers should be encouraged to make their own maps, either of manilla paper, cloth bound, and colored crayon well rubbed in, or on blackboard cloth in printed outlines to be filled in as the class progresses in the study. Reading charts, number charts, word lists, all can be made by the teacher herself if she is supplied with the raw material and given a merchant's lettering outfit. In fact it is well to ask the teachers to make all they can themselves and ask you to buy only that which they cannot make. It is a good lesson in economy. A clean school room is essential, clean floors, clean windows, clean walls, no dust in the corners, no dirt anywhere, no paper on the floor, no litter to be seen. All is order, arrangement, neatness and the children grow up to like that kind of thing, and to be satisfied with no other conditions. You see these are lessons not taught from books.

Suitable provisions should be made in every school building for the cloaks, the hats, the umbrellas, the lunch baskets of the pupils. There should be a cloak room, or hall, with hooks numbered to correspond with the seats, each child having a hook for his hat and cloak. In these cloak rooms should be stands for holding umbrellas, and shelves for holding lunch baskets. The room should be ventilated and lighted and kept clean.

Every school building should have such conveniences as door mats, wire mats, shoe scrapers and such things to prevent the dirt and mud being brought into the school house. If a child has no way to clean his shoes he should not be censured for having mud under his desk. This soils the floor and keeps the janitor busy cleaning up unnecessarily. The front door should have a bell communicating with the janitor's room, for the convenience of visitors, and each room should likewise have a bell for calling the janitor. The janitor himself should be required to wear a white coat and be very neat and clean in his appearance. I think that style counts, it counts for good impression upon visitors, good influence upon pupils. It indicates attention to detail and shows that things are run as they should be. It makes things respected by having them respectable. Children respond to their environment and are good or bad according to circumstances.

Water Closets. You will pardon me a word about the just necessity for sanitary, well constructed, closely inspected water closets. I do not know of a more dangerous or demoralizing influence than that which comes to pupils from the ordinary conditions of the usual outhouse. Here the larger boys congregate, they indulge in vulgar and profane language, they write obscene words and draw obscene pictures on the walls, they demoralize each other and corrupt the minds and mouths of the smaller pupils. They are practically unsupervised there and the teacher is at the mercy of their plea of necessity for leaving the room. First let the closet be as good as you can afford. If painted have the paint sanded to make a rough coat that will dull a knife or break a pencil point, or from which chalk dust can be swept by a broom. Guard the number of pupils out at a time and the length of time each one

is out. Take the boys to themselves and talk to them about the evil of such and while you cannot eradicate vulgarity you can mitigate its evil influence.

School Grounds. In closing I should like to impress upon you the value of beautiful school grounds, and assure you that it is not only possible but easily practicable to have around school grounds the same beautiful flowers and grass that we have around other public buildings or around our own private dwellings. The school grounds should be ample in size with a definite space for the pupils to play in. There should be planted a number of quick growing native trees for shade in the spring, and some evergreen trees for ornaments all the year round. The trees should be planted after the order of nature, in clumps and irregularly and not in rows after the artificial order of the nursery. The trees should be in the rear and to the side of the house mainly, so as to leave the building exposed to good view from the front. There should be a grassy plot and lawn, definitely set aside for effect, and in the corners of the building and along the fences should be planted hardy flowers, such as cannas, and the like that will give color in early spring. The teachers of the building should be divided into committees, and a committee on the yard will be one of them, whose definite duty will be to see that the yard is kept clean, the walks defined, the flowers planted, the trees protected. A handsome school yard is well worth while and a little care will bring it all about. You need have no fear that the children will disturb the flowers. They will be too proud of the effect to be vandals among the flower beds.

I have in mind a school house in one of the suburban wards

of my own town where the children were particularly bad and destructive. They broke window glass, wrote on the walls, stopped up the drains, and were generally a nuisance. The school house was an old rented dwelling, fixed up for a school house and was not worth having—at least the boys thought so, and they came near tearing it down and carrying it away. The time came to build a new school house and everybody prophesied evil consequences for a fine building. But we put our faith in the boys and we built them a good one—big window glass, mosaic floors, white wood work, delicate tinted walls and say “now boys you have a good house, what are you going to do with it?” From that day forth there was a change, and not a chalk mark, nor a pencil mark, nor a broken glass, nor a cut place, has been noticed in the new building. Having something to take care of, they care for it. They deserve the confidence put in them, and are averse to abusing a piece of property that should be protected.

You see there are elevating influences about neat surroundings that have their silent but forceful and persistent lessons. So I can end this topic by directing you to the words of the report of Twelve on Rural Schools. “If children are daily surrounded by those influences that elevate them, that make them clean and well ordered, that make them love flowers and pictures and proper decorations, they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own, they must have them clean, neat, bright with pictures and fringed with shade trees and flowers, for they have been brought up to be happy in no other environment.”

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. How to secure good school houses from the people or the board.
- 2 Use of school house by the public and for the public.
3. Decoration of school rooms.
4. Sanitary arrangements of house and grounds.
5. The school yard, grounds, garden, etc.

Lecture IX

A WORD TO THE SUPERINTENDENT OF RURAL SCHOOLS

Let us suppose in your case that you have been selected to superintend the schools of your county, mainly through the influence of friends and without any great regard for your fitness or preparation for the office. It may be you have had no experience as a teacher, and many years have passed since you saw the inside of a school room. In all probability you were elected by political influence, and feel under obligation to those who voted for you or worked for your election. It may be that your salary is small, not more than a few hundred dollars a year, and it is necessary for you to have other business to support your family. All this is true, but not to your discredit, nor should it prevent your becoming a good superintendent and a real live leader in your county, though of course you have many things to learn.

In the beginning you should lay aside all prejudice against the new plans and methods of teaching. Things are different from what they were when you were a boy and much better. You remember only the good part of your schooling and are apt to exaggerate its value seen through the softening medium of time. School teaching is better now than it was, and you should think so and say so. You will also need all your cour-

age to resist the importunity of those who have a grievance, or a pet scheme, or a friend or relative to put in the schools, and it will be hard to hold to your own sound judgment and that with perfect sweetness of temper, but if you are going to be the superintendent, and not a figurehead holding office, you will need to believe in good schools and plant yourself in the way of those who will use them for selfish ends.

It may be that you have had some experience as a teacher, or have already been superintendent for a number of years. If so this much is to your advantage.

Having a Plan. Before entering upon any reforms or changes in your schools, you should carefully study the situation, and consult with those who know, and make up a plan of proceeding that will have a definite end in view. Let it be distinctly understood by you what your county needs in the way of equipment, how many school houses and where located, and the approximate cost of each. In some places schools can be united, in others they cannot. In some places houses can be repaired, in others new ones are needed. The physical need of your county is the first consideration and should be carefully considered, presented to the proper authorities, and plans suggested for its ultimate accomplishment. It may take years to work it all out, but at least you have the satisfaction of knowing that progress is being made in a well considered direction, and that you are not guessing.

Census Analysis. In order to know where the children are, to what building they belong, and what should be the size of each school, it is well to make a complete analysis or digest of your school census. As the enumerators go from house to house they make a note of the school nearest each child enrolled. When

the returns are made to you, you should have them analyzed and all the pupils living near any one school should be separately listed as the roll of that school. This gives you the total available of each school and of the entire county, as shown by the census. These separate lists of possible pupils should be made out in duplicate, one given to the teacher of the school and one kept in your office. The teacher then is furnished the roll of the school, and it becomes his business to account for every name given him as belonging to his area. He may report some moved away, some too old to go to school, some attending other schools, some refused to attend, and so many enrolled. If the system is worked out carefully every child in the county is accounted for and the superintendent knows where he stands and what his schools are doing.

Teacher's Reports. In addition to the above general report made at the end of each term, there should be weekly reports made to the superintendent of a statistical nature. A postal card system can be devised that gives all the information needed at little expense. Those reports should state the number of pupils present, and number absent, during each day of the week also the total on roll, average daily attendance, and such other facts as the superintendent may find valuable. These cards should be printed and furnished the teacher at the expense of the board, and one should be mailed from each teacher to the superintendent at the end of the week.

The superintendent should keep a book in his office, with the name of each school, in which should be recorded the total of the weekly enrollment, the average of the daily attendance, the number of pupils available for each of the schools. The total of all the schools will show the whole number enrolled, the average attending, and from that the percentage of popula-

tion enrolled can be ascertained. If this record is kept accurately for a number of years the superintendent will know whether his schools are improving or retrograding and which schools are doing well and which are not. Statistics are good indications of growth. If the system grows larger year by year, it is a good sign of healthy nourishment. If it falls off, something is the matter.

Interesting the Public. It is essential to have the good will of the people, and their real interest in the welfare and progress of the schools. The public should be taken into your confidence, regarding the larger plans for the system, especially where they involve money. It is not necessary for you to prate every detail of your business on the street corner, or to tell your plans before you have fully matured them, or discuss the unnecessary incidents of school administration. Nor should any of the confidences of the board, or the teachers be betrayed, nor any disagreeable things told. If you are wise you will know when to hold your tongue and when to talk. The man who can hold his tongue when he should is often the man who can talk to some purpose when the time comes. However, if you want your schools to grow you should know how to keep the school idea before the people, without mentioning yourself, or taking any credit, or putting on any airs, or betraying any vanity. You speak for the schools, and avoid speaking of yourself. Praise the schools as much as you like, but let another man praise you.

The Newspaper goes into every home nowadays, and goes daily. People read now and they need information. Therefore the daily or weekly press is the largest avenue to the public mind on any topic. Educational subjects are always in-

teresting and the latest ideas in the great educational world, the proposed plans for the county systems at large, and even for individual schools, and the new enterprises set on foot are legitimate items of news. If you can set the people talking and get their minds in motion with definite plans and propositions, the schools will feel the benefit of the agitation. A series of articles by the superintendent, and by prominent men of the county, as the general topic "What can be done to make our schools the best schools," will stir the public heart more deeply than the ordinary superintendent thinks possible.

Public Meetings are good devices for interesting the people, especially in remote districts where any gathering is a novelty, and the neighborhood comes together to "talk it over." A few good speeches by the superintendent, and other leaders, a definite proposition for the meeting to discuss, a few ideas in education for them to consider, and they rise at once to the dignity of wanting the very best thing. In such meetings the duties of parents toward their children and toward the school teacher, the relations between the board of education and the people, the necessity for better school houses, the advantages of consolidation, the qualifications of a teacher, the new things in education, and many other topics will infuse energy into the people.

School Entertainments. The value of school entertainments as a means of interesting the people is an open question. It depends upon the people, and the entertainment. An elaborate exercise delivered to an already enthusiastic community is a waste of time. A good exhibit to an indifferent community will help. It is well for the superintendent to encourage such enterprise on the part of the teacher as parents days,

school work exhibits, mothers classes, and all such teachers devices as are designed to explain the school work and engage the cooperation of the people.

New Buildings. The location of a country school should be carefully considered. As a general rule it should be on a large lot of several acres, a portion of which is heavily wooded for shade, near a spring or farm house where water can be obtained and upon the highway where passers-by can see it. It should be the best house that you can get the people or board to build. It should be built for the future, and everybody should strain a point to build a house that the community will be proud of for years to come. If it is a one room house, the room should be about 25x30 feet to hold forty pupils. The windows should be so arranged that the light enters mainly from the sides and rear of the room. The long stretch of wall space for black-board purpose should be in front of the pupils. There should be ample blackboard space, some of which is as low as two feet from the floor for the little pupils, and some as high as three feet for the larger ones.

There should be hat hooks in abundance for the boys and for the girls, shelves for the lunch baskets, a box for the wood and ample cabinet to hold the school material, and also the books for the library. The stove may be located anywhere, preferably in the center of the room, with the stove pipe going straight into the flue. On each side of the stove should be placed zinc screens to protect the children from the direct heat. Under the stove should be a sheet of zinc. If you desire a simple device for admitting fresh air, you may have a hole six inches square cut in the floor under the stove, controlled by a sliding door of zinc. The cold air rises and is warmed by contact with the stove and is allowed to circulate through the

room, finally escaping through a few inches aperture at the top of the window. For the purpose of ventilation the windows should reach nearly to the ceiling. The house should be neatly painted inside and out and every care taken to make it a comfortable and attractive building.

The School Grounds. The school yard should receive particular attention, keeping ever in mind that a well cared for exterior is a safe index to the probable condition of the interior. The teacher should be directed and assisted to prepare a plan for laying off, grading and planting the school grounds, and some financial assistance should be given for the purpose. One of the duties of the teachers should be to keep good school yards, and they should be made to understand so. Unusual care should be given to the outhouses, to avoid conspicuousness, enforce cleanness and decency in their surroundings. Provision should be made for an abundant supply of drinking water for the pupils. If a spring is near by, it should be curbed and cleaned, some seats placed for the pupils, and possible a spring house built for comfort and beauty.

Consolidation. One of the questions before every superintendent is that of having as few schools as possible in order to have better school buildings, larger enrollments, longer school terms, better paid teachers and graded schools. Therefore consolidation of schools is a subject for you to think about in your general plan for improvement. It is estimated that two teachers in one building can do better than three teachers in separate buildings. Sometimes consolidation involves the question of transporting children in covered wagons from remote distances to the school house. In such cases if the teacher, or one of the larger pupils, can be employed as driver, the cost becomes much less. It is well to remark that there is no use trying to con-

solidate schools unless the advantages of such consolidation can be proven to the community, and their consent gained to the plan. Before announcing that certain schools will be consolidated and before employing a wagon and driver for the purpose, a meeting of the people should be held, and the plan unfolded before the patrons, and their promise to send the pupils secured. Otherwise you had best wait a while. There is no community more stubborn, or independent of school matters than the average rural community. They will persistently refuse their patronage to a school that does not please them, regardless of the loss their children are suffering.

Model School. The best way to improve a school system is to begin in one place and fix that as it should be, then go to another, until you have gone around. Your pace will depend upon yourself as a campaigner; and your friends as a basis of supplies. Some superintendents can move faster than others, because of their nature or their opportunities. It is well for you to have one of your schools as a model or standard school for the others to go by. If you cannot at once get a model school system, you can at least start with one model school house and grounds and teacher. Everything must have a beginning and this is the way to begin. Select a good school in a good place, put in it one or two of your best teachers, fix the interior and exterior of the building with all comforts, appliances and decorations, plant the yard with all the trees, shrubs, vines, flowers that are needed, and see that the school studies and methods of teaching are as they should be. You then have one school fixed to your notion, one standard to measure by and one pattern to work from. This school could be used for the other teachers to visit, to study in and to get their ideas from. It serves for an observation school, and if

it be of the right sort, and is made conspicuous, every community and every teacher will be eager to have one like it, and the impetus for the whole system will be great.

This becomes known as your standard rural school. It is your experimental station, in charge of your expert teacher or teachers. It is the one place that illustrates your ideal of what the others should be. It is a place you show visitors, where you work out your new ideas in education, where you inspire the whole force by practical demonstration of what could be. It becomes the center about which the community is made to revolve, and the inspiration of the people to declare "we must have them all like this."

Course of Study. One of the greatest helps to the teachers is a well digested, orderly, complete course of study, with full directions what to do. In many cases you will not be able to select the text-books, since that may be done for you by state uniformity, or by the board of education, but at any rate no one will interfere with the way in which the texts should be used, and in what grades. It is possible that you may be able to control the text-books to be used in your schools. In all events your teachers need directions what to do with the text-books and how to use them. This calls for a course of study, which would be printed on heavy paper, in the form of a diagram, with the grades down one side and the studies at the top, the intersecting squares showing which studies belong in the separate grades.

Teacher's Manual. In addition to the course of study, you should prepare for the use of the teachers a small hand-book of methods giving a detailed statement of the work of each grade on each subject with some directions on methods of teaching. The manual should contain all the rules of the board for

the conduct of the teacher and the pupils, and many general directions or requirements regarding school matters. In fact, everything you should like the teacher to know and do should be briefly stated in the form of directions. This constitutes the teachers' guide in teaching, in the care of the school room, in the control of the pupils, in the care of the school grounds, in the matter of reports. You will find that a manual of twenty-five or thirty pages of some three hundred words to the page or more, will be enough for your purpose. This manual should be used as the basis for study in the weekly or monthly meetings of the teachers, where the rules could be explained, amended, improved, added to or taken from. The manual will be the shortest and easiest way to reach the teachers, for it is a continual lecture, always on hand, ready for everybody, and is a standard for conduct that is equivalent to a personal letter, and better than a lecture.

The Teachers. In the selecting and managing of the teachers, you will find opportunity for displaying your greatest skill. The real crisis in the school comes when the teacher is chosen, for the teacher is the greatest factor for success in the school system. A good superintendent cannot overcome the effect of poor teaching and if he wants his path to be made easy let him see to it that only the best teachers are chosen for his schools. As a general thing it is a mistake for the people to choose the teacher for their schools. They are liable to get into a quarrel over the individual, to select some one living in the community, or related to a prominent local family, or some indigent person, or some political leader. In any event the school is likely to suffer. The board should stand firm by the proposition that only the board can employ and dismiss the teachers.

Be careful about the qualifications of those you employ. A

good education comes first. No teacher can teach unless he has the information to start with. Every teacher of the common school grades should be at least a high school graduate, who has refreshed his knowledge in the common school studies.

The health of the teacher should be perfect. The demands of the school room are exacting, sick people are generally nervous and irritable, and incapable half the time. It is not just to expose children to the caprices and incapacities of those whose health does not guarantee steady and efficient work. The disposition of a teacher counts for everything else, and this is a question of temperament. Those who enter upon the duties of the school room, with abounding joy and cheerfulness, ready to do anything, go anywhere with great faith in themselves and the virtue of their cause, already have won the battle of the school. The half-hearted never succeed in anything, and the whole-hearted rarely fail. The superintendent should so select his teachers as to secure this enterprising spirit that thinks of things, and does not wait to be told; that goes farther than his orders would carry him, and who does more than he is paid for, and more than is expected of him. What a blessing and what a rarity is a teacher who surprises you!

The Treatment of Teachers. You should be most careful in the treatment of the corps of teachers, remembering always that there is a cordiality that differs from familiarity, and a criticism that is not a rebuke. So far as your relations with the men teachers is concerned you need no advice save to be candid in your criticisms, impartial in your judgment and fair in your dealings. With the lady teachers you should preserve that respectful deportment that does not presume upon your authority to be familiar in your conduct or to disregard their feelings. A superintendent should neither flatter the teachers nor rebuke

them. He should be neither soft nor harsh, but with a cordial manner, and in a friendly, helpful spirit, should treat all alike with fairness and propriety. In this way he gains their confidence and respect, and they are prepared to consider him a leader and are willing to do what he says in order to please him.

Superintendent's Library. Every superintendent should have a library of reference books, catalogued and ready for distribution. Each teacher should keep a book on hand, and be a constant reader. It is not too much to ask of each teacher to study two or three books carefully each school year. Insatiable and hasty reading is not the best sort. The teacher who reads carefully, and thoughtfully, is the one who gets the most from the books. If you find that some teachers are not reading any books, you should select one from the library and send it to him with a note asking him to read it. The list of books in your library need not be large. Fifty well-chosen books on pedagogical subjects will probably exhaust the best ones. In addition to this it is well to keep for comparison the various textbooks sent to you for consideration. Teachers need several kinds of texts on all subjects, and often get more from consulting them than from reading pedagogical books. You should also encourage the teachers to procure a library of a few good books, and a selection of desk copies.

Teacher's Meetings. It is sufficient under ordinary conditions to have monthly meetings for the rural school teachers. Those meetings are of great help, being the occasion of social meeting of the teachers to exchange ideas and experiences, to get acquainted with each other, and to receive from you such instruction as you have prepared. You should give much thought to the program for such days, using the manual as the basis for discussions. Sometimes a prominent educator should

be invited to lecture to the class and answer such questions as they may choose to put to him. If your model school is in operation the meeting should sometimes be held there, to inspect the building, apparatus and grounds. Every meeting should be different from the others. A committee on program from among the teachers will be of aid to you. At any rate you want the day to be worth while and thought and preparation on your part will make it so.

Circulating Libraries. One of the most helpful things you can do for your schools is to arrange for a series of libraries, of fifteen or twenty volumes each, one for each school, to be exchanged at stated times, until all the libraries have in succession been used in each school. Each library should be numbered, the list of books made out and pasted on the box and printed directions attached regarding the use and care of the volumes. The exchange need not be made but once or twice a year, and in this way each school gets the benefit of close contact with what would otherwise be a remote general library. If you cannot procure libraries for all the schools, you can start with one and send it on its rounds, and add others as fast as you are able. Possibly you can persuade a few of your rich friends to subscribe ten dollars for one of the libraries to be named after them and started on the circuit.

The rural population suffer greatly for lack of reading matter. They rarely see any magazines or periodicals of any sort. Their papers are confined to the agricultural journals that concern their monotonous life. They want something to relieve the tedium of the dreary days and nights when they see no one and have nothing to do. Reading is the safest and best occupation for leisure hours. Suppose you keep this in mind, and resort to all devices to be of service. For instance, a number of fami-

lies of the richer sort will give you regularly all the old magazines and illustrated papers that have gone out of date, and you can keep a supply of them on hand at your office for the teachers to get, or you can take them with you on your visits to the schools. A magazine for each family in the school will be a great pleasure in the long winter nights around the fire.

A Final Word. After all, the test of your efficiency as a superintendent will be in the work you do in the schools and for the teachers. To an extent you are a teacher and a leader of teachers, and your work counts both for tuition as well as for inspiration and encouragement. If your presence be a perpetual incentive to something better, if you are cheerful and comforting to the discouraged, patient with the earnestly struggling, ready and resourceful to those who could if they only knew how, if you come in like sunshine and make things warm and bright and the school-room happier and better for your having been there, you may write yourself down as well on the way in your career as a superintendent.

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. Plans for securing accurate census and a diversion by school areas.
2. Kinds of teachers' reports.
3. How to inform and arouse the people.
4. School house plans and furniture.
5. Consolidation, its advantages.
6. School libraries, how secured and used.
7. Teachers' meetings; how often and what to do.

Lecture X

A WORD TO THE SUPERVISED

In order to make the success of a school certain, it is necessary for all those concerned in it to be in perfect harmony. All the parts of the machinery must work together and must fit exactly, or there will be friction, which means heat, waste of energy and probable damage to the product.

Co-operation Necessary. The superintendent is to be taken into account. He is the immediate superior officer of the teachers, and his good-will and co-operation are essential to an efficient conduct of affairs. He should be taken into consultation with all the plans of the teachers, should be asked to help, and to bear his share of the labor and responsibility.

The moral support of the superintendent is a tower of strength, especially if he is a wise and strong man. His consent and co-operation is all the more needed if he is a small man, apt to find fault and disagree. A good, strong man can help by his positive character. A weak man is apt to hinder by his sensitiveness if he is ignored.

Therefore, take care of the superintendent. If you have good plans he will be enthusiastic in seeing they are carried out. If the plans are not practicable and are liable to involve you in controversy with the patrons, or an expense that neither you nor the people nor the board could afford, his larger experience and wisdom will guide you cautiously and advise you safely. If your plans meet with opposition outside, then his co-opera-

tion secured in advance will be something to fall back on and he and you will face the opposition together.

Sometimes it is enough to say that you have talked this matter over with the superintendent and you and he have agreed upon a certain plan. This will silence some complaints and convince those who are uncertain. At any rate, you feel comfortable that the head of the school is on your side, that your plans are not to be turned down, your enterprise rebuked or your enthusiasm checked by those who have no right to dictate or interfere.

Especially is this true in the matter of school management, and the measures of your discipline. Country people take more notice of the details of their school affairs than city people, and every patron knows and seeks to know, the last item of your program and plans. They are inclined, therefore, to be critical, are strong in their opinions, loyal in their friendships and firm in their prejudices. The superintendent knows this, and often his best friends and political supporters are among the patrons of your school. When they go to him and complain of you, your plans of improvement, your discipline, possibly your punishment of one of the pupils, the ordinary superintendent lends them his ear. He finds it impossible not to agree to some of their statements. They get the first word with him and he becomes set. Then he comes down to your school, and a conversation ensues that reverses what you proposed to do, discourages you and probably arouses an antagonism between you and him. You see, the superintendent ordinarily depends on his friends for the position he holds. The position he holds brings him a support for his family. In all likelihood you have no political influence, are a stranger in the community, and it is a great deal easier to get rid of you than it is to imperil one's job for your sake. Therefore, it is very wise to see the

superintendent first, ask his advice how to proceed, probably lead him along by suggestions, then when a crisis comes in the discipline of the school, and a bad boy from an influential family is reckoned with, the superintendent is as much in it as you are and he feels bound to explain.

In most cases, however, the superintendent being a wise man, and a friend of both sides, will pursue a policy of conciliation that will save everything. He will advise with the parents, individually and collectively, and avoid many a catastrophe that would have come had he not been called in early.

If you are an independent teacher, and a good one, you will not need to carry many cases to the superintendent for his advice. Too many such consultations may impress him with your weakness or indecision or inability to govern the school he has given you. The superintendent should be advised with as a last resort, held in reserve like corporal punishment, when all other means have failed. He naturally feels that a teacher should not bother him with trifles, that he is to be appealed to in great emergencies only. A teacher understanding this will know exactly when to resort to the superintendent, but when the time comes a full explanation is made, advice is given and taken and the superintendent practically takes charge of the case.

Be Loyal. If you expect the superintendent to support you in your plans you must be entirely loyal to him and to all of the school system of which you are a part. You should be greatly distressed if you should hear that he said some unkind words about you to anybody, especially to any of the patrons of your schools. You should be as considerate of his feelings and as loyal to his administration, as you would have him be to you and your school.

Naturally, the school affairs will be in nearly every conversation that you engage in. You cannot help it, and should not try to avoid it. The superintendent comes up in that conversation, and you are supposed to know as much about him and his ability as anybody, because you are constantly in touch with him. Such being the case, be careful how you talk; willing tongues spread and distort unkind things that eager ears attend. A forceful superintendent has run counter to many people, and they are glad to use your words and opinions as a ram to batter him down. The chances are that he will hear of any mean speech that you may make about him. This will make you both very uncomfortable and your school will suffer.

If you have anything good to say, mention that. Surely every man has some good points, and it is not your place to speak of any other sort. If you have nothing good to say, be discreetly silent, and avoid the curious enquiry by changing the topic. If you have any real complaint against the superintendent, you should bravely prefer it before the board of education and abide the result. The general public, however, is no forum for bitter discussion. They are willing listeners, of course, for everybody is more or less curious, and sympathetic, but after you have gone they generally look at each other and smile.

Likewise one teacher should not comment upon the work of another teacher or school in the same system. That is disloyalty to the superintendent, for he is in charge of the whole. Nor should one school interfere with another by soliciting pupils or taking them when not in good standing at the school they attend. It is as important that all the teachers in a school system stand together and face the public as one body, as that each should have the good will of the superintendent.

Obey Orders Cheerfully. Every school system should be upon a military basis. The board of education makes certain rules for the superintendent and the schools, the superintendent makes other rules within his powers, the teachers make rules for the individual schools. Each department has its own powers, duties and limitations, and there should be no interfering or overlapping of authority. Things tend toward inextricable confusion when the board tries to run the schools directly and not through the superintendent. The teacher makes a great mistake in appealing to the board for things that belong strictly to the province of the superintendent. The superintendent makes a mistake when he makes rules that the board only is authorized to make, or dictates in affairs that belong exclusively to the right of the teacher of the school. Each should keep to himself and all respect the orders and rights of the other.

When the superintendent receives an order from the board, the argument is ended, and the time for silent, prompt and cheerful action has arrived. When the teacher gets an order from the superintendent there is no more to be said. The decision is made. The order is issued. The time has come for a prompt, cheerful, willing and full obedience. In such cases each should think that the superior officer knows his business, and that it is the duty of a subordinate to follow orders and make no objection. After the council is over, the action should be prompt and harmonious. Remember no talking outside, no grumbling, or complaints. That way lies trouble for everybody.

Have no Fears. There is no occasion for a conscientious teacher to have any fears of a good superintendent. If both are doing their duty, they should work together with mutual

respect and confidence. A teacher should feel at liberty to go to the superintendent and talk over the general situation in frankness and without fear. He should be accessible at regular times, should be agreeable in his manners, kind in his nature, respectful to those who are his fellow workers. It is not wise to linger long after the business is over and waste the time of a man who is too polite to betray his anxiety to get at something else, but it is equally unwise to stay away from that unreasoning dread that some people have of any one who has authority over them.

Do not be Sensitive. A feeling akin to fear is sensitiveness. It renders you very unhappy, since you are watchful of everything done and every word said, and you are apprehensive of neglect or criticism, and suspicious of meaningless actions. More than one teacher eats her heart out in suspense and dread because the superintendent failed in cordiality, or was not pleased with everything he saw, and forthwith pictures to herself the dire consequences of his wrath or displeasure. Now, superintendents have their moods and their bad hours, and they are not mad every time they look ugly. It is not fair to them for the teacher to be sensitive and suspicious of their motives and conducts. It makes the superintendent nervous, and if he be a kind hearted man he will feel bound to say more than he wants to say, to keep you from feeling slighted. This in the end will irritate him and he will think it is too much trouble to keep you in good humor. It is better to be natural with yourself and with him. After all he is just a man, for all his parading about and looking wise. If

"Like turbaned Turk, with whiskers curled
He struts around and scorns the world,"

just let him. Have no fear of him and do not be sensitive

about his lack of attention nor greedy to have an excess of it. He wants you to be natural, yourself, so that he can be himself, and that is best for everybody. One feels sorry for the young teacher who tremblingly says to her self, "Great heaven, the superintendent is coming; what shall I do, where shall I hide?" She goes white to the lips with fear, or crimson with nervousness, because her best friend is coming to help her, and she does not know it. The superintendent also feels fretted at the teacher who tells somebody and that somebody tells him, that the superintendent "only staid so long in my school, or has not been to see me this month, or when he came he looked so glum that I have been worried to death ever since." That kind of fearsome creature tortures herself with shapes that loom up like ghosts in the dim path of her future, and frighten her to weak and trembling steps, where she should run with exceeding gladness and joy.

Be Discreet. On the other hand, and the reverse, you do not need to repeat every nice thing that the superintendent chooses to say to you or about your work. If he stayed an hour in your school, why should you rush out and tell it to another teacher whose school he did not visit at all, especially when you embellish it with such extravagances as "Mr. — spent a whole hour with me to-day, said everything was lovely and wished all children were as good as mine. Of course, he was just trying to please me, but really he did say some awfully nice things, etc., etc." This gets back to the superintendent, of course, for some one tells him everything, and the next time he gives you the formal visit and then you "wonder why Mr. — is so cross. He hardly said a word to me to-day." Your work may be ever so fine, and just exactly as it should be, but if you

prate of the compliments you deserve and receive, they must, of course, be withheld.

Do not Object. I suppose there always will be those who are inert in every business, who teach for the pay and complain that it is too small, and promise to do better when the pay gets larger. There are those who do not try, who do not co-operate, who find objections to every plan proposed, and reasons why it should not be, who want to be let alone, who cannot be depended on for anything except the most commonplace performance of as little work as possible to keep their position, and who are always saying "Why all this? We are doing well enough; what is the use?" They are the hopeless ones—the objectors. They deceive themselves only, for there is nothing in them, and the superintendent knows it, and everybody knows it. They are just tolerated, they are driven along and nobody really counts on them.

I think I know some teachers who seem to have taken a professional narcotic; they want to sleep their lives away, and be let alone. They are fortunate if they are left to stay where they first fell. Their desires are granted, and the superintendent lets them alone, and they go on sleepily year after year, responding to no stimulants, and after awhile they dry up and are blown away—and everybody is glad. I know superintendents, and I have heard many say "Deliver me from the hopeless task of making a teacher out of the man or woman who meets you always with the query, What is the use?"

Try. Every superintendent admires a teacher who will try, who is co-operative, who pulls with him, who takes readily and kindly to new ideas, who can be depended on to undertake anything for the welfare of the school-room, the school building, or the school system in general. In fact, almost anybody

can become a good teacher who will try, who is not afraid of work, who is eager for new ideas, who is self-reliant and self-helpful. It is true of any occupation, as well as of teaching, that success belongs to those who work at it hard enough and long enough. If a superintendent sees you going ahead on your own motion doing things yourself, suggesting things without waiting, ready to take hold whenever he wants you, putting yourself in the general attitude for saying "Here I am, take me," he gets in the habit of relying on you for great effort anyhow, and often for great success as well. You are a comfort to him, indeed, and when he wants anything done his mind turns toward you. We all love a willing spirit. It is the spirit of the thoroughbred, to whom no road is too long and no hill too steep. Commend me to one who will try.

The Teacher's Rights. You have certain rights that you should insist upon, and which the superintendent should be made to respect. You have a right to be treated fairly, politely, with consideration. You are a co-worker, and not a subordinate, and are entitled to that quiet, decent, orderly consideration which your dignity and the importance of your work demands. The superintendent may not be able to give you everything you want or that you ask for, but you are entitled to a patient and polite hearing, and a good reason why not. Under no circumstances should you receive neglect, rebuke, or harsh treatment. You are entitled to the support of the superintendent in your enterprises, and his co-operation in your plans for school improvement. Your conferences with him are confidential, and you have a just cause for complaint if you hear of his talking of you unfairly and imprudently. Likewise should you be treated with that deferential and respectful behavior, that avoids familiarity and levity, and does not seek

to compromise you by any manifestations of partiality or tenderness. The superintendent is your official superior, your friend and helper. Anything outside of that, ordinarily, is madness and folly.

Inside in your own room you have rights that should be respected severely. Within your room you are mistress of the situation, and under ordinary conditions the superintendent has no right to interfere. In such things as the seating of the pupils, and the like, the superintendent had best go no further than suggest. A good teacher will do better work if she is allowed to use her own sense sometimes. Considerable latitude of judgment should be allowed teachers, and their opinions on cases should often be final. If you say a boy ought not to be advanced to another grade that ought to settle it, if you are not prejudiced. You see, you are not an automaton, galvanized by the superintendent and not to move except when he presses a button. You are supposed to be an active, independent, capable young woman, teaching forty or fifty children, and are not to be interfered with in minor matters, and are to be credited with good intentions, good judgment, and are to be helped when you need it, and advised with constantly, and there are times when your judgment in matters should be final. If everybody is really trying to do right, and be right, and keep a sweetness of temper and to help each other along, there is not much chance for things to go wrong.

The Visits of a Superintendent should be made the occasion of good cheer and brightness to the pupils and to himself. It is embarrassing for a superintendent to feel that the teacher is quite upset by his presence, is nervous and anxious about the way things look and the pupils recite, and is counting the minutes until he goes. He generally realizes the tension of

the situation and escapes with as much relief as the teacher feels when he has gone. Try to be easy and natural when the superintendent comes around, shake hands and welcome him with a smile, offer him a chair, make no apologies for anything, go on with the classes, show him some good work you have saved for him to see, exhibit anything especial, that your pupils have done or are doing; incidentally mention your excellent pupils, but never your bad ones; suggest pleasantly some things you should like to do or have him do, and keep him just as long as you can.

Do not begin by apologizing for the condition of the room, the number of pupils present, or their inability to recite their lessons. Do not ask him to take the book and hear the recitation. He will do so himself if he wishes. Do not bring up the bad boy, or the stupid boy, or the lazy boy, or the boy who comes one day out of the week, for a mortifying and painful comment. Do not ask the superintendent to make a talk or a speech to the school. He will think of that himself if it is worth while. Do not complain of what he has not done for you, of the infrequency of his visits, of their brevity; in fact, do not complain at all then. It puts a bad taste in the mouth of a visitor who has come several miles and wants a bright hour if he can get one.

The following is a copy of a letter a superintendent in Illinois wrote to his teachers. It is plain and to the point:

"I notice in my visits that some of the teachers do not seem at ease. I do not wish to embarrass you in any way, and as some of you seem at a loss what to do or how to conduct yourselves during my visits, I send you this circular. There are two prime objects to be desired from the visit of a superintendent to a school.

"First—That he may observe the manner and conduct of the teacher in her work, study her methods of instruction, discipline and government.

"Second—That he may instruct, advise and counsel the teacher regarding the methods of teaching. If we can work together and each do his duty, the schools of this county will advance in efficiency, and the result will be shown in the lives of the boys and girls entrusted to our care.

"In order that I may observe you and your work to the best advantage when visiting your school, the following suggestions are offered:

"First—I wish you to go on with the regular order of exercises. That I may know this, it will be necessary that a copy of your program of recitations be before the school.

"Second—I wish to inspect your records, viz.: Daily Register, Term Register, Examination Papers, Report Cards, and any other school work you may wish me to examine. Please leave these out on your desks that I may inspect them without asking for same.

"Third—Do not ask me to take charge of a class. If I feel that I can at any time assist you, I will do so without invitation.

"Fourth—Many times I have felt that I could do the pupils of a school good by saying a word to them before going; but some teachers never give me an opportunity.

"Fifth—I expect in the future to keep a record of suggestions and criticisms which I shall let you inspect, hoping that they may be an aid to you in your future work.

"Now I have written you what I wish you to do. I want you to write me what I can do when I visit your school to make my visit more profitable to you and the school. Feel just as

free to write me as I have been in writing you, and in so doing, we can arrive at a stage of procedure that must surely result in better schools."

Make your Wants Known. The superintendent is entitled to a full knowledge of the needs of your school. He often needs to be reminded several times of real necessity. The teacher should not be backward in making demands. It is quite likely that the superintendent will not think of these things as soon as the teacher will, and the live teacher makes his requisitions, even if some of them are turned down.

However, a teacher should be wise enough not to ask for things he can make himself. Instead of making a demand for a five-dollar set of maps, it is more to the point to request plenty of good, large paper and some colored chalk, and then set to work to make the rest yourself. You show your faith by your work. A good superintendent will help them who help themselves. As a general rule for the school, it is better to make things than to buy them. There are some things, of course, that must be bought, such as books, but whatever the teacher can do to save money to the school, should be done in order to have more for the things that cannot be made.

Attend the Teacher's Meetings. Every school system will have teachers' meetings, monthly or oftener, and these every teacher should attend cheerfully and cordially. Do not complain of the poor meetings, or their lack of interest, but see what can be done to make them better and more interesting. Throw your whole soul into the teachers' gatherings, offer your services to the superintendent, do not hold back from doing your part of the program, and encourage others to go.

Every superintendent appreciates a teacher who stands by him, and who is not afraid of him; who has the good sense to

behave with propriety in his presence, who makes reasonable requests only, who is not afraid of work, who welcomes him to the school and has something worth seeing, and who enters with cordial spirit into any plan or experiment that may help along the cause of education in the community.

An ambitious young teacher asked her superintendent to spend the morning in her school room, and write to her his impressions of her work. She was really anxious to improve and was not afraid of criticism, nor him. She did her best, and he observed her at work and then wrote her this letter:

Dear Miss ———

What I shall say to you by way of comment on your work this morning in the school room, must be taken with allowance. I saw only a half day's work, at your special request, and I realize that a few detached hours of observation of a teacher who may be nervous or disturbed by the presence of a critical observer, is not enough basis for a complete judgment of her work.

I have already expressed to you my admiration for the unrestrained prodigality of self expenditure that you have shown for your school work. In fact, your beautiful spirit of devotion to your pupils may imperil the length of your service, from physical exhaustion. I should caution you against the way that you and many other teachers have of never relieving the tension of teaching, by a moment's rest, or by quiet occupation on the part of the pupils. You stand too long, you walk too much, and must in the end affect your teaching ability by weakness. You should sit down occasionally, give some work to the pupils that would occupy them a quarter of an hour and give yourself a breathing spell. There are other teachers who have this failing, and they find it very trying during the warm months.

A fundamental fault that you may be drifting into is that of teaching by the lecture plan, instead of educating by the work plan. One gets the idea that you are demonstrating with the help of your class. You are doing too much of the work, and the class is doing too little. There were at least half of your pupils idle today, and two boys who sat in the rear of the room did not answer a single question, nor pay any attention at all, nor learn one thing while I was there. They wrote four sentences on

the slips you distributed and lounged the rest of the time. There were fourteen pupils in the rear who practically did not follow you.

This may mean that the class needs to be divided and recite by sections, or that you should teach from the side wall instead of the end, or teach from the rear when you are not needed at the board. You should decide what is best, but now, the fact is that only half of the class is being taught. I know that one cannot get all the pupils to attend closely, nor do I expect it, but the percentage of inattention should be small.

I was under the impression that you spent more time on preparing the class for recitation than the subject deserved. It is not necessary to display the pictures, nor act the words, which you wish to teach. To write them on the board rapidly, a few words about each, the pupils copying them on their spelling lists, is sufficient. You weary the pupils in getting them ready, and when the time comes to read they are already tired. There is such a thing as taking so long a run and start that we are too tired to jump. Your class was inattentive today because you went into unnecessary detail and delayed them from the main purpose, namely the reading lesson. Preparation should be over in five minutes and the class should get down to its reading. Too long an introduction vexes the patience. It is carrying method too far. You lay too much stress upon how you are teaching, and appear bound by the mechanism of your well studied methods.

I would suggest to you definitely

1. Shorten the length of your preparation for recitation, and take some things for granted. You are not teaching a kindergarten.

2. When the pupils read, let them read with as few interruptions and explanations as possible. They want the story and interruptions too lengthily discussed weary them. It is one of the abominations of the modern methods that in teaching reading a child is not allowed to read without a vast deal of chaff on the part of the teacher. You can solve some questions by putting yourself in the child's place and dealing with him as you would be dealt with.

3. More pencil and paper work for the pupils, to keep them occupied. A child is anxious to be at something, and only what he gets through his hands is really his. The carving of desks, the scribbling on paper, is nothing but the evidence of craving for manual occupation. Keep the pupils at hand work in reading, spelling, numbers—by paper slips and pencils.

4. Watch the rear of the room. It is a common fact and a significant one, that unpromoted pupils sit at the rear of the school room. The best

pupils are in front, do all the answering and the rear ones are idle. It is true with you as others that your attention is not evenly divided. It would be a good device to have the front and the rear change seats every day or two for a recitation. The rear of the school needs to be in close range. To use a military phrase they seemed "beyond the zone of fire," your guns did not carry to the back seats. Suppose you try the device of revolving the school around the center desks, so that the rear shall come directly in front at times.

Now I have said enough to discourage you I know, but I have been honest so far as I could see. I have told you the faults you have, as they appear to me after three hours observation of your work. I hope you will not labor over the suggestions too strenuously. You are inclined to overdo your strength in school work anyway and expend your nervous force where you should restrain it. No teacher should work too hard. I should advise you to give up your Sunday school class, not to do any summer school work this year, and avoid Saturday work in the interest of your school. If at any time you wish to go away for a while and visit other school systems, or study special problems, you may do so. I want my teachers to be as free and unbound as possible and I really wish to be liberal to them.

I need not repeat for I have already said, that we are fortunate to have you among our corps of teachers. I hope you will be content to work with us for many years, and I assure you that I am your very good friend.

Superintendent.

TOPICS FOR SUPERINTENDENT'S ROUND TABLE.

1. How to secure the co-operation of teachers.
2. What to do with those who refuse.
3. How to treat the sensitive teacher.
4. What absolute rights has a teacher.
5. How can teachers be kept from criticising each other?

Lecture XI

A SUPERINTENDENT'S ADVICE TO THOSE WHO WOULD BE TEACHERS

I have been supervising schools for a long time, and I have seen many sorts of teachers, and all sorts of teaching. In one school I have delighted to linger, and remained with comfort and pleasure through many exercises and many lessons. In another school I have felt the distress of the situation, have suffered all the time I stayed, and have escaped with relief to myself and gladness to the teacher.

What was the matter? It was not with the rooms, for they are generally capable of comfort. It was not with the pupils, for all children are born alike; it is training that differentiates them. The trouble was with the teacher. The one knew how, the other did not. One was fitted for it, the other was not. Possibly one really cared, the other did not. And so in one school there was contentment, in the other there was strife. In one was peace, in the other was war.

Every Child is Entitled to a Chance and a Good One. He is entitled to a good mother and to a good father, and to a good teacher. As there are some men and women who are not fit to be parents, so there are some people who are not fit to be school teachers. It is not in everybody to be a teacher, not every one has the teacher's instinct, nor the teacher's attitude. So those who cannot, ought not to try. Those who care not, should not be permitted.

Let every one aspiring to teach, settle these two questions. Is it in me? Do I really care? Let it not be a question of necessity for the issues are too momentous. Let it not be the occupation of the trivial or careless, for there is too much at stake.

The best teachers are those who begin when young, whose dispositions have molded and set about the school, and whose natures have adjusted themselves to the demands of the children.

The Ideal Age to Begin Teaching is Between Twenty and Twenty-Five Years. There is that in the glow of young manhood, and the flush of young womanhood that knows no obstacles, before whose enthusiasm all difficulties melt away, in the softness of whose nature all inequalities are adjusted, to the warmth of whose affections there is an answering glow in the heart of childhood.

Nearly all Amateurs Have the Same Faults. These are to be expected and grow out of the strangeness of the work. The worst of these is nervousness, which betrays itself in too much talking, especially in a loud voice, and in unnatural tones. A nervous teacher makes a nervous school. A teacher who lets go of herself, generally lets go of her pupils. In order to command the situation one must be entirely self-contained, self-centered, and regardless of irritations, must never let go. All teaching is wearing on the nerves, especially poor teaching, and the poorer the teaching the more exhausting it becomes. The teacher who is worn out and hoarse at the end of the day, has been on too much tension, has strung herself too high, has failed of pose, and that very tension has told on the children, and they are affected badly by it. The school room is no place

for nervous people. First conquer your nerves, get yourself in hand, be sure of yourself.

The Profession Misunderstood. Again, I should say that many enter the profession not understanding the nature of teaching. Teaching consists in leading and directing. Children do not need repression. They need direction. They do not come to school to keep still. They come to be taught, to be told, to be directed. The best teaching is that by which every child is occupied, happily and usefully. The wise teacher allows for such noise as is necessary to full mental movement. The amateur will continually cry "Children, you must keep still," but after awhile she will learn to say "Children, come let us do this." Childhood cannot and should not be suppressed, nor repressed. The teacher who tries it hangs on to the safety valve. A school should vent itself in work, in study, in occupation. Then it is order. And so after awhile the order no longer is "Children, shut up," but it becomes "Children, open up."

Force and Fear in Discipline. Let no teacher try to hold a school down by force, or fear, and leave the minds and hands unoccupied. It has been tried these thousand years, and it is ever a failure. The child mind refuses to be vacant. It will fill itself with thoughts, and the hands will fill themselves with deeds, if left alone. Allow for no idle time, as you value your peace of mind, or value the time of the school.

Occupation. Now it is naturally impossible in a lecture this length to suggest occupation, but you may know that it is worth your while to provide yourself with a collection of all sorts of interesting things, games, occupations, manual work for your school. The time spent in drawing, in cutting, in sewing, in

designing, in knife work, is gained in the occupation, and mental direction and stimulation of your school. They are at work.

No child will rest with idle hands, unless
He be an idiot. No brain is vacant save
Those to whom the Lord has sent eternal night
The joyous spring of youth rushes from hands,
And head and heart. And woe betide the man
Who seeks to dry the fountain.
Fearing an overmastering flood.
Better to let it come, and thank the Eternal
That boys are as they are; that hands will turn
To work or mischief; that tongues will speak,
And restless feet find paths of peace or woe.
And teacher thou art guide. No sitting down
In ease for thee. Thy flock will wander far
And feed at will, and many may be lost,
Unless thou lead them on.

“Be Gentle and Keep Your Voice Low.” One of the things that all teachers must learn, is that saying of Mr. Hubbard: “Be gentle and keep your voice low.” I am not speaking of storming, or threatening, or raving, which is as upsetting to a school as it is distracting to a teacher, for no school was ever stormed or thrashed into order. I am speaking of the decency and propriety of low, quiet voices and a noiseless behaviour on the part of the teacher. I do not like vociferous oratory. It frets my ears, becomes monotonous, wears on my nerves. So children do not like vociferous teaching. They love a quiet teacher, and they respond to quiet manners. The ideal school manner is almost a noiseless one. Voice low, movement quiet and orderly. A good teacher is felt more than she is heard. The great men of earth have been quiet men, simple men, but they have the noiseless force of the rising sun. Therefore, so teach that the end of the day will not find you hoarse, or exhausted. So teach that the children will not try to keep pace

with your own noise. So teach that you will not interfere with the good order that might prevail, if you did not set a bad example. Remember the tribute of Lear to his beloved daughter: "Her voice was ever soft, gentle and low, an excellent thing in woman."

Patience. A virtue akin to gentleness is patience. Most teachers are impatient of results. We expect to leap to heights that were made to climb. At the opening of the year we are oppressed with the density and ignorance of the pupils. We cannot see how the year's work can be accomplished, and we fret over the stupidity of the pupils, forgetting that impatience and fretting do no good. Then we are surprised to find that towards the end of the year the stupid ones are doing very well, and the year's work has been accomplished in spite of our fears and apprehensions. Education is necessarily a slow work. A too rapid growth is made at the expense of root and stem. The sturdiest growth drives the deepest roots, is ever slow and discouraging to those who watch. I am not a believer in prodigies in the schools. The child who learns too easily forgets too easily. Facility is dangerous, for it begets carelessness. Nearly all great men have developed slowly. We can look our country over and see it dominated by men who were the terror and despair of their impatient teachers.

Impatience vents itself on the dull or the indifferent and the apparently vicious. Therefore, teachers spend themselves on the bright and eager, and let the others go. It is so easy to do. Now the testing of good teaching is applied to the bad boy, the so-called incorrigible. The truly conscientious teacher will understand that it is her duty to see that the backward, and inert, the unawakened and unambitious receive her

thoughts, her efforts and her especial care. If there is one boy in all the school with whom you should be eternally patient and whom you resolve to save at all cost, it is the one you would most like to get rid of.

Incorrigibles. As for incorrigibles, there are none such. All children are naturally good. It is training that has made or marred them. The parents, direct or remote, the companionships, or the teaches are at fault. I do not believe there are naturally bad boys and girls. I do not believe there are any such anywhere that cannot be saved. I think sometimes it is beyond a teacher's time and chance to do it, but I know there is the making of a good man in every boy. All he needs is a chance, and somebody that really cares.

Anybody can teach a good boy. It takes a teacher to save one that has been misdirected.

Kindness. Therefore, a teacher is ever kind. She does the best she can and is good. It does no good to hurt one's feelings. You may as well kill a dog as give him a bad name. If there is one distressing thing to me it is to go to a school room and have some unkind teacher in the presence of the school call out the names of those who have displeased her, in order to mortify them in my presence. I do not enjoy it. The school does not, nor do the reprimanded ones. The teacher is the only one who is pleased. She gets her satisfaction in having mortified and perhaps hardened some sullen child. I have yet to hear that such scenes have ever helped anybody. Such things should be done in private.

A teacher who is kind is at home with her pupils. She feels enough interest in them to draw them to her. There is co-operation instead of strife. They all pull the same way. There is peace because there is understanding and harmony.

Let us understand this at the start. No child ever grew better or wiser for having been scolded, or abused, or antagonized, or bullied, or beaten. Growth does not come that way. Correction may be necessary as pruning is, but we need more sunshine than pruning fork.

Cheerfulness. If there is one characteristic of childhood more distinct than another it is cheerfulness. Children are not fond of gloom or moroseness. They love a cheerful surrounding. They seek the sunny places of life. A smile is as natural to the face of a child as perfume to the rose. Therefore, a teacher is cheerful and she keeps her room bright. There is a smile of greeting for the morning, a good word for everyone. Something pleasant to say, or tell, or read. A happy note rings in her gentle tone and she wears a smiling face all day. No frowns, no knitting of brows, no clouds, no rainy weather. It is a note of gladness that we are all here, an unclouded face, and unwrinkled brow, and a perfectly natural voice. Why should the school-room be a place for sternness and long faces? Why change the note of our voice as we say "come, children, let us work."

A teacher should be her very best self in the school. She should carry there her sunniest and happiest mood, her well cared for health, her stored up strength, her complete digestion. Her teaching should be her song and her praise, and she should be glad in her work. Those who are unhappy in the school should never enter it as teachers. Let us do the work we love to do, if we ever hope to succeed. No one ever yet was great in a business to which he did not spring with gladness, and for which he did not yearn with a great longing.

Be Fair and Treat all Alike. If you would win the respect of your pupils and the support of your patrons be fair and

treat all alike, with justice, moderately administered, and tempered with mercy. Children are naturally fair-minded and resent injustice. They are quick to detect and resent favoritism. They want to be treated all the same, with uniformity day by day; with certainty of reward for work well done and with equal certainty of rebuke for work neglected or badly done. Thoughtless teachers are prone to be partial in their estimates of pupils, loving some because they "cannot help it," and slighting others because they are not lovable. It is best to be fair to them all, not overlooking the faults of the good, or the virtues of the bad.

Nor do I believe in gush on the part of a teacher. A quiet, dignified display of interest and affection, a cordial and a real concern for the welfare of the pupils through a sincere and constant feeling of responsibility for each individual, is better than loving intensely the lovable ones, and avoiding as much as possible the unlovable ones.

Let each day's work be approached with minds at peace with all the pupils, with no prejudices for or against any and with a firm resolve to be just and generous, and uniformly and forever kind.

Interest. We generally do well in that in which we are interested. If we are interested in teaching we will probably teach well. If we are interested in learning, we will probably study well. If we are interested in what a speaker is saying, the hardest bench becomes a cushion. The question is one of interest. Of all things deliver me from dullness. A good rule for speaking is to have something worth saying and say it well. A good rule for teaching is to have something to teach and teach it well. That is to say, teach it in an interesting manner. Of all demoralizing influences, monotony on the part of

the teacher is the worst. Children tire very quickly of the same thing repeated. They rarely re-read the same lesson with interest. The last copy on the page is usually the poorest. In fact, anything that degenerates into the mechanical is tiresome and uninteresting. The mind should be kept alert for new things. It should be constantly on the exertion.

Work Done Perfectly. In this view of the case, it is never wise to have children doing anything perfectly. Perfection once attained invites satisfaction. They have arrived, therefore they rest. This satisfaction begets inactivity. It is best to stop just short of excellence and assign other, harder and newer tasks, instead of re-reading the old book, that they might learn it better, why not read another book of the same grade for the sake of variety? Who wants to read the same book twice? This may not make a fine school for display on occasions but it keeps the mind alert, and that is what we are seeking for.

This leads us right to the proposition that the secret of discipline in the school is employment. Be industrious, and keep your school busy, and the certainty is that you will keep it in order. It takes an ingenious teacher to keep all the pupils employed, and all the minds fixed, but no other sort succeeds.

The real trouble is with those who are not reciting and who sit idle, restless, noisy, waiting their turn, unless occupied. Therefore, if you value the discipline of your room, leave no child unprovided with work. Be ready and have resources. Provide something for the pupils to do all the time. Something elastic, that they can keep on doing, until you are ready for them.

Be Neat and Keep Your Room Clean. Turning to more visible and tangible things, let me beg you to be neat and keep

your room clean. Somehow there is born in us a great respect for decent things, and we do better when we are surrounded by respectable and uplifting influences. A good teacher is known by the school-room she keeps. A crown does not make a king, but it indicates him. Attire does not make a man, but it generally marks him. So well kept, well decorated, clean and wholesome school may not make a good teacher, but it generally indicates one.

Influence of Environments of School Room. Children sitting daily in the influence of well ordered, clean, decent school-rooms, abundant of flowers and good pictures, with no waste paper to soil the floor, with a happy and beautiful surrounding to sink into their lives, will come after a while to tolerate no other sort of thing. The voiceless influence of decent environment, is as potent for growth, as the warmth of the silent sun that paints the fields and perfumes the flowers.

School Teaching is no Easy Matter. Let no one delude himself with the idea that it is simple and easily done. It requires rare combination of powers and eternal effort. The ways of to-day may not do to-morrow. The thought of the world is on the next generation, and we, the teachers, are the master builders. But we must be studious and keep up. Let no one rest his oars, for the work he has done. There is always something better beyond. None of us is doing his best. We may be doing our utmost, but our best is yet to come. Keep your thought on your work, and not on other things. Consider how you may do this or that better, day by day.

Above all Let us Have Faith in Ourselves, in the righteousness of our great work, and in the boys and girls of to-day, who will be the men and women of to-morrow. Let us not lose heart,

nor be discouraged. But putting our trust in our ability to do whatever we really will to do, and what we really care to do, let us sow with a liberal hand and a glad heart, knowing that time will bring us an abundant harvest.

Be gentle and keep your voice low.

Be patient and keep your temper.

Be kind and keep on loving.

Be cheerful and keep your room bright.

Be fair and treat all alike.

Be interesting and avoid dullness.

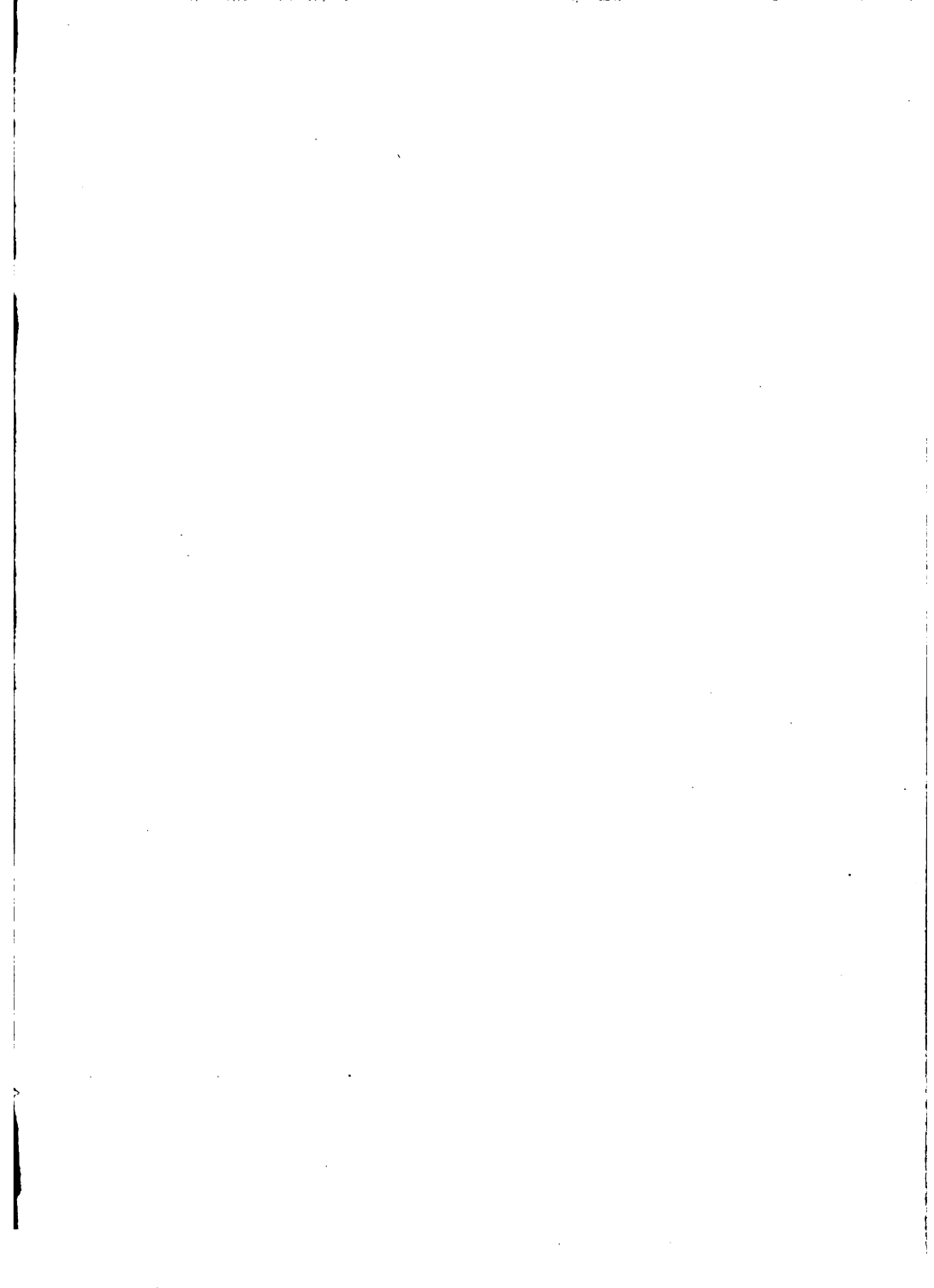
Be industrious and keep your school busy.

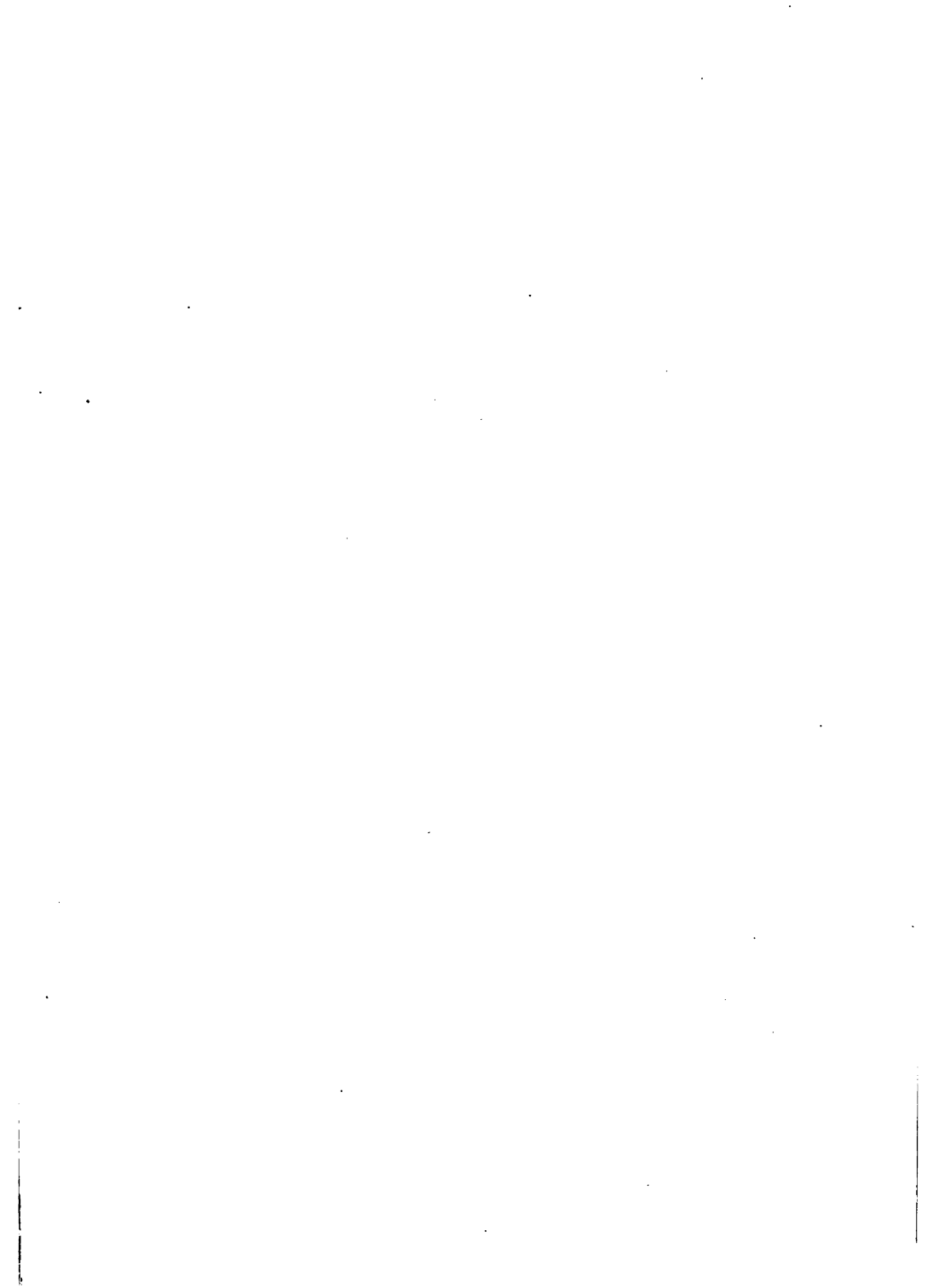
Be ready and have resources.

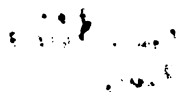
Be neat and keep your room clean.

Be studious and keep up.









... ..

LE266 .E33
Lectures on school supervision
Gutman Library APC6343



3 2044 028 944 734